A Dialogic Endeavour: a study of three newly qualified teachers' journeys "towards dialogic teaching"

Submitted by

Carole Anne Bignell

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School Of Education
Department of Educational Studies

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Abstract

This study offers an insight into the experiences of three newly qualified Primary teachers (NQTs) and their pupils as they worked together to develop dialogic talk in their lessons. Within this research I draw upon a range of literature from the field of classroom talk, with a particular focus on the work of Robin Alexander, to underpin discourse analysis of periodic video recordings of talk in these classrooms. Supplemented by teacher interviews, I examine: the way in which each teacher interpreted and enacted strategies to facilitate dialogic talk; the factors that these teachers considered to be inhibitors to and enablers of dialogic talk; and the ways in which some pupils exercised agency within classroom interactions to undertake interpersonal or identity work during dialogic talk sessions. I also examine the extent to which the research approach, which sought to enact dialogic principles, was facilitative of dialogic classroom interactions.

During the research, the teachers increased their use of dialogic bids such as prompts, probes and low control acknowledging moves and enabled the pupils to increase their use of linking phrases and displays of reasoning. The teachers felt that time pressures and a difficulty in identifying suitable knowledge-accountable opportunities for dialogic talk within their planning inhibited progress. However, they felt that exposure to dialogic principles within teacher training, supported by school values and shared video analysis and action planning were key to success. Finally, some pupils' agentive acts within discourse sometimes served to resist or stabilise the teacher's drive towards dialogic talk, and interpersonal and identity work was simultaneously enacted within this context.

Cognisant that teacher/pupil interaction is both complex and open to multiple interpretations, the study concludes that talk in the research classrooms fulfilled both interpersonal and pedagogical functions. Furthermore, professional dialogic discussion and analysis of videoed teaching supported by a colleague can facilitate NQTs in the journey towards becoming more dialogic teachers. The study recommends that

such discussion might be underpinned by the analytical framework, developed as part of this research, providing a metacognitive resource for reflecting upon classroom dialogic talk behaviours. Future research should consider how such professional dialogue might be supported by the development of video examples, to be used not as models for imitation but as a starting point for professional discussion and should also seek to find out what teachers consider to be the most effective models for promoting such professional dialogue.

Dedication

To my husband Steve

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This work would not have been possible without the support of some key people. My heartfelt thanks go to:

The teachers who demonstrated enormous commitment to the research and an openness and generosity of time in allowing me to be part of their journey.

The pupils who agreed to take part and participated enthusiastically, offering me privileged insights into the talk in their classrooms.

My supervisor, Kate Pahl, for knowing just when and how to intervene in order to enable me to find out for myself; an exceptional skill in a teacher.

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Contents

Carole Bignell

Chapter 1. Introduction

This is an account of the experiences of three newly qualified Primary teachers (NQTs) and the pupils in their classes as they worked together to develop dialogic talk[1] in their lessons. Drawing upon periodic video recordings of talk in these three classrooms and interviews with the participant teachers, I examine: the way in which each teacher interpreted and enacted strategies to facilitate dialogic talk; the factors that these teachers considered to be inhibitors to and enablers of dialogic talk; and the ways in which some pupils exerted agency within classroom interactions to undertake interpersonal or identity work during classroom dialogic talk sessions. A profile of the teachers and children in each of the participating schools[2] and a description of the research settings are included in Appendices A and B. I also examine the extent to which the research approach, which sought to enact dialogic principles, was facilitative of dialogic classroom interactions.

Whilst the classroom-based research had a specific focus - to develop teacher and pupil skills and confidence in the use of dialogic talk as part of the learning process - my aim had not been to intervene in the classroom talk itself but to support the teachers in reflection upon their video-recorded teaching in order to create greater awareness of the dialogic episodes within. My expectation was that through this shared reflection and subsequent supported action planning, the teachers would be able to assume ownership of the developing dialogic talk within their classrooms and I would come to better understand the challenges for an NQT in enacting dialogic talk. Essentially, I wanted to understand if teacher/researcher dialogic discussion about the language of teaching could facilitate more effective use of dialogic talk within the classroom and what factors inhibited and enabled this. As

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[1] An expanded definition of dialogic talk is included in the literature review. Alexander (2010) defines dialogic talk as a process of "achieving common understanding through structured, cumulative questioning and discussion that guide and prompt, reduce choices, minimise risk and error, and expedite the 'handover' of concepts and principles" (p.30).
[2] The names of all teachers and pupils and the schools in which they work are pseudonyms throughout this document.

such, I adopted a co-constructed teacher/researcher inquiry model[3] which focused upon working with the participant teachers, and so I was not present for any of the videoed teaching sessions and did not work with the participant pupils during the data collection period.

In this introductory chapter I outline my rationale for the choice of research focus and methodology and set out the research aims and questions. I also reflect on my background and positionality with respect to the research before concluding the chapter with an overview of this thesis.

1.1   Rationale for this Research

The most significant influence on my research aims has been my previous role as a Primary teacher and head teacher for fifteen years and my current role as a teacher educator.   In both of these positions I had regular opportunities to observe both experienced and trainee teachers in the classroom and, through this and consideration of my own practice, to reflect upon the importance of effective group and whole-class talk for the learner.

In my classroom, both as a Primary teacher and adult educator, I had always been committed to: creating opportunities for extended pupil talk; encouraging pupils to develop the contributions of others; and asking genuine questions which sought to elicit a variety of views and probe pupil/student contributions. In evaluations of modules I had taught, students had often commented on the effectiveness of class discussion and their appreciation of working in a context where their views and contributions were valued.   However, discussions with Year Three undergraduate English subject specialist students (the NQTs of tomorrow who undertake a module with me which explores learning-focused talk in the classroom) and with my MA Ed students (who undertake a module entitled 'Talk for Learning') revealed that they regarded genuine classroom dialogue as challenging. Both groups of teachers expressed that they felt the perceived pressure to

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[3] An expanded definition of shared teacher inquiry is included in Chapter 2. Smith and Lytle (1993) define teacher inquiry as "systematic, intentional inquiry by teachers about their own school or classroom work" (p.24).

lead pacey, success-criteria driven lessons inhibited opportunities for extended and cumulative pupil talk. Essentially, what became clear from these discussions was a tension between the students' desire to use strategies, such as dialogic talk, which they recognised as empowering for both the pupil and the learning of the class, and the perceived requirement that ensuring that each child has a turn to speak was to be equated with inclusive practice. Almost all of the students perceived these tensions to be irreconcilable. The tensions surrounding the use of dialogic talk in the classroom and the challenges the research participants faced is explored later in the thesis.

1.2   Research Aims

This study draws upon an established body of research into classroom talk which recognises the dominance of a typical pattern of teacher-pupil talk behaviour which has become known as the initiation-response-feedback (IRF) exchange (Edwards and Mercer, 1994; Lyle, 2008; Nystrand et al, 2001; Sinclair and Coulthard, 1975). Within this exchange, the teacher is seen as the fulcrum of classroom discussion: initiating discussion points through pupil questioning; receiving responses from pupils which are typically short (on average three words or less); and curtailing a pupil's further contribution through evaluative feedback before inviting another pupil to speak. Almost all of my students, trainee and experienced teachers, noted that the IRF exchange was typical of talk in their classroom.

However, this study also draws upon a more recent body of research which has focused on the potential of dialogic talk for maximising pupil learning (Haworth, 1999; Lefstein, 2006; Resnick et al, 2007; Skidmore, 2005); and it is this research, and particularly the work of Robin Alexander (Alexander, 2004a; Alexander, 2008; Alexander, 2010), that has influenced my own practice and my research aims and questions. Alexander (2010) defines dialogic talk as a process of "achieving common understanding through structured, cumulative questioning and discussion that guide and prompt, reduce choices, minimise risk and error, and expedite the 'handover' of

concepts and principles" (p. 30). For him, such talk "seeks to make attention and engagement mandatory and to chain exchanges into a meaningful sequence" (Alexander, 2008, p. 104). This definition will be expanded within the literature review.

It is the body of work related to dialogic teaching that has most influenced my research. As such, my first research aim was to find out if those trainees whom I had taught, who had gone on to become NQTs, could be supported through dialogic discussion about their practice to promote effective dialogic talk in their classrooms, maximising perceived enablers and minimising perceived inhibitors. This being the case, I was as interested to understand the impact of professional dialogic discussion upon the pupil learning experience as I was to understand the factors that facilitated or inhibited dialogic talk in the classroom - my second research aim. What I had not anticipated at the commencement of the research was the insight I gained into some pupils' enactment of agency and identities[4] within the videoed talk episodes as evidenced through the appropriation or otherwise of the teacher-preferred talk behaviours. This became an unexpected but relevant research finding. Thus, as I began to analyse the videos and utilise my knowledge of the pupils, adopting an ethnographic perspective[5] (Bloome and Green, 2004; Green and Dixon, 2003), what I had at first perceived to be a straightforward piece of teacher inquiry (somewhat detached from the pupils and focussed on the teachers) became more of an insight into pupils' experiences of and responses to the dialogic classroom.

Thus, at the start of the project, the research questions were as follows:

1. Can a dialogic approach to teacher professional development facilitate teacher self-evaluation as a means of developing a more dialogic classroom?

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[4] The terms 'identity' and 'agency' are defined in Chapter Two (2.7.1 and 2.7.4).
[5] An expanded definition of this term is included in Chapter 2. Bloome and Green (1996) note that an ethnographic perspective might be distinguished from ethnography in that it adopts a "more focused approach…to study particular aspects of everyday life and cultural practices of a social group" (p. 183).

2. What are the factors that inhibit/enable dialogic teaching in the Primary classroom and how might these be overcome/exploited within professional development dialogue to engender dialogic interactions in the classroom?

At the end of the initial period of data analysis, subsequent to the field work, it became clear that I also needed to address the question:

3. How do pupils exercise agency through the ways in which they participate in classroom discourse, and what does such participation reveal about pupil alignment to the teacher-preferred Discourse (Gee, 2011) of dialogic teaching?

1.3   Overview of Methodology

The research assumed an ethnographic perspective (Bloome and Green, 2004; Green and Dixon, 2003) within the context of a co-constructed teacher/researcher inquiry (Smith and Lylte, 2003). Data collected took the form of: video recordings of naturally occurring classroom discussions between the teachers and pupils; pre and post-project interviews with the teachers; researcher field notes; completed action plans; and reflective audio-journals which were completed, somewhat intermittently, by the teachers. The video recordings particularly gave privileged insights into the teachers' and pupils' experiences of enacting dialogic talk within their classrooms.

1.4   Personal and Professional Perspectives on Talk in Primary Education

No research can be value-free. Decisions about research questions and design, methodological assumptions and interpretation of data are inevitably influenced by the researcher's beliefs, values and background (Carr, 2000; Greenbank, 2003). As Sikes and Goodson (2003) note, "Research practice cannot be disembodied. It is impossible to take the researcher out of any type of research or of any stage of the research process" (p. 34).

As such, it is important that the reflexive researcher recognises and acknowledges any vested interests or underpinning assumptions that may influence methodological decisions and data analysis. Whilst BERA (2003) note that a 'clear statement of methodological stance in terms of the values and beliefs of the researcher' (p. 5) provides the reader with an insight into the researcher's potential partiality, Halliday (2002) notes that a researcher's values will change over the period of the research as a result of his/her interaction with the process itself. So, whilst I will outline some biographical details with a view to opening up my positionality for scrutiny, I am cognisant of Griffiths' (1998) reminder that interaction between researcher and participants over the course of the enquiry will create a dialogic interaction which will inevitably reshape the values and beliefs of both. This dialogic interaction between researcher and research participants was an important part of my research journey which reshaped my understanding of classroom talk; this is a point I will return to in detail in Chapter 4.

I came to this research primarily as a teacher with an interest in effective pedagogy which, in my own terms, I defined as that which aimed to maximise pupil/student learning through enriching the students' interactional experience. I was, at the outset, more interested in the impact of the teacher on the quality of classroom talk than I was in the learner, more interested in teacher reflections and actions than learner reflections. As outlined previously, my own experience of teaching in classrooms, which might be described as committed to dialogic principles, had been rewarding; and I had experienced first-hand the pupil engagement and attainment that such an approach appeared to facilitate. Extensive reading for the literature review served only to reinforce this view.

As such, I carried into this research a set of interests and assumptions that were more pedagogical than methodological. I did not bring to the research a strong skill base in, or commitment to, linguistics but recognised that linguistic analysis would provide a methodological approach for analysing 'talk moves' in the classroom. The value of understanding the data enriched

by an ethnographic perspective only became clear to me during the data analysis as I engaged with two key texts (Maybin, 2006; Rampton, 2006).

In adopting a co-constructed teacher/researcher inquiry approach, I consciously aligned myself to the promotion of a preferred way of doing classroom talk which, at the start of the research, assumed the inherent positive value of dialogic talk and forefronted the teacher as the more or less effective enabler of such talk. I adopted from my reading an assumption that facilitation of dialogic talk was more or less successful because of *teacher* skills, subject knowledge, self-awareness and values and sought, through the teacher inquiry, to address these aspects of teacher development. This was a position I was initially comfortable with and justified with reference to a range of books and articles which promoted this view (Alexander, 2004a; Alexander, 2010; Haworth, 2010; Lefstein, 2006; Michaels et al, 2007). Furthermore, from the initial research concept (which I conceived of as dialogic interaction between researcher and researched) to the completion of the field work, I remained committed to researcher-participant dialogic discussion as a means of better understanding the tensions surrounding the enactment of dialogic talk in the classroom.

However, Griffiths' (1998) reminder that dialogic interaction between researcher and researched throughout the period of enquiry will inevitably reshape researcher values and beliefs was pertinent for this research. It was only after the field work was completed and the first stage of detailed data analysis begun that I came to recognise that I had undervalued the influential role of the learner in the success or otherwise of teacher-preferred classroom talk moves. As I came to better understand classroom discourse as situated practice, I better appreciated that whilst individuals may be socialised into group based norms (in the case of my research, doing dialogic talk) they also "play a major role in shaping the habitat" (Rampton, 2006, p. 12) that they work in (in the case of my research, the Primary classroom when doing dialogic talk). I also came to understand that, if dialogic talk was to be shaped and reshaped within the context of moment-by-moment classroom interactions, the pupils in these classrooms were able

to exercise agency with respect to the teacher's drive for dialogic talk in order to align themselves, or otherwise, to the teacher-preferred way of doing talk. Finally, Rampton's (2006) and Haworth's (1999) work helped me to reconsider dialogic talk, both semantically and linguistically, to reconceive of it as a classroom speech genre which was open to pupil acts of stabilisation or creative resistance. Thus, it became clear that attempting to replace the IRF exchange (Sinclair and Coulthard, 1975) in the research classrooms with dialogic talk might serve just as equally to enshrine it with notions of teacher power and control which pupils, in an act of agency, might accept or resist through their interactional behaviour. If this was the case, then I needed to consider whether learning to do dialogic talk, rather than being emancipatory for children, was just a different form of teacher control. This is a point I return to in Chapters 3 and 6.

1.5   Overview of Thesis

In Chapter 2, I begin by reviewing literature and research related to dialogic talk, seeking to define key terms and explore the issues and tensions surrounding dialogic talk in the classroom. Next, I consider how social class and a late modern understanding of language variation may have implications for how children use talk in the classroom before considering the relationship between language in use (discourse) and identity as enacted through interactional behaviour. Finally, I consider language use beyond the curriculum. Throughout this chapter, points of resonance with the research aims and questions are identified.

Chapter 3 sets out my methodology. I begin reviewing the field of linguistic ethnography, situating my research within an ethnographic perspective (Bloome and Green, 2004; Green and Dixon, 2003). I continue the chapter with a discussion of the data collection methods used, exploring their affordances and limitations within the context of a co-constructed teacher/researcher inquiry. Finally, I consider the frameworks adopted for analysis of data, with a particular focus on how I used discourse analysis to

analyse the interactional data. I conclude with reflections on the process of ensuring an ethical stance throughout the research.

In Chapter 4 I chart my journey as a researcher and how this was influenced by a dialogic interaction between myself, the research teachers and the data collected. I explain how, as a result of first and second stage data analysis, I came to see my data from a different "angle of repose" (Richardson and St. Pierre, 2005, p. 963), shedding light on children's acts of agency within the context of doing dialogic talk. I also explain how this journey through the research and my positionality at different points influenced the inclusion of the third research question.

In Chapter 5 I present an analysis of how the teachers made sense of and promoted the dialogic talk agenda in their classrooms, and how discourse analysis combined with interview data revealed the way in which each class group differently enacted classroom talk in pursuit of dialogic interactions in the classroom. I also consider the extent to which the teachers viewed themselves as successful in promoting dialogic interactions and how this concurred with analysis of the recorded interactions. I conclude this chapter with reflections on what the data revealed about the impact of the co-constructed teacher/researcher inquiry and a discussion of the teachers' views on factors that might have inhibited or enabled dialogic talk in their classrooms.

In Chapter 6 I draw more deeply on the final stage of analysis of classroom interactions to address the final research question and draw out the ways in which the data revealed how pupils undertook identity recognition work within the context of doing dialogic talk.   Within this chapter I consider how displays of knowledge, peer-to-peer talk and appropriation (or otherwise) of the teacher-preferred discourse conventions enabled pupils to agentively position themselves in relation to the teacher's dialogic talk agenda and, in doing so, stabilise or resist the genre. I also consider the way in which some children used talk and non-verbal communication to undertake interpersonal

and identity work during classroom sessions whilst also appearing to remain learning-focused, thus foregrounding different identities (Maybin, 2006).

In Chapter 7 I draw out the main findings and my reflections upon these.

In Chapter 8 I conclude with reflections on the limitations of my study before discussing the possible implications of my findings for teachers' practice and the potential for future research directions.

Chapter 2. A Review of Literature and Research in Dialogic Teaching

2.1 Introduction

This study sought to address the following research questions:

1. Can a dialogic approach to teacher professional development facilitate teacher self-evaluation as a means of developing a more dialogic classroom?
2. What are the factors that inhibit/enable dialogic teaching in the Primary classroom and how might these be overcome/exploited within professional development dialogue to engender dialogic interactions in the classroom?
3. How do children exercise agency through the ways in which they participate in classroom discourse, and what does such participation reveal about pupil alignment to the teacher-preferred Discourse (Gee, 2011) of dialogic teaching?

In light of these research questions, a review of relevant literature and its resonance with this research project is outlined below.

This research was located within the existing field of dialogic interaction in the classroom. As such, it drew upon Bakhtinian theory of the dialogic nature of spoken language (Bakhtin, 1930s/1981) and theories of language variation and its relationship to social class (Bernstein, 1964, 1971; Rampton, 2006) to shed light on classroom interaction. Theories related to language as situated practice and language and identity, with a focus on teacher and pupil identity, were also integral to the research.

Section 2.2 of this literature review begins with a consideration of the relationship between language and learning - social constructivist theory – and the dialogic nature of language with reference to the work of Bakhtin (19030s/1981). It then moves on to consider the tensions surrounding monologic and dialogic discourse in the classroom. This section concludes

with a consideration of dialogic pedagogy and the tensions and challenges of implementing dialogic teaching in the Primary classroom.

Section 2.3 considers identity theory. It begins by exploring key terms related to identity formation with reference to the work of Holland and her colleagues (1998) before going on to consider sense of self theories and concepts of personhood (Bloome et al, 2010) and self assembly (Rampton: 2006). This section concludes with a consideration of the implications of identity formation theory for the research project and its focus upon dialogic talk in the Primary classroom.

Section 2.4 considers the relationship between elaborated and restricted codes and the language of the classroom. It draws upon Bernstein's (1964, 1971) theory of code as forms of language variation, considering how some children might be better afforded to adopt elaborated code in the classroom. It moves next to consider how a late modern interpretation of language variation in the classroom might reconceive of this as situated practice, complicated by interactional bids for power and authority. With reference to the work of Kamberelis (2001), Maybin (2006) and Rampton (2006) it then explores the extent to which teachers' and children's appropriation of classroom spoken or discourse genres might shed light on acts of stabilisation or resistance to the genre itself. Finally, it considers how children make use of the linguistics resources available to them to demonstrate a dual orientation to curriculum content and their lives beyond school.

Section 2.5 outlines those gendered interpretations of talk that resonate with the video data set of this research project. Beginning with the work of Coates (1994) and Davies (2003), it outlines how overlaps in all-female talk might be understood as a form of floor-sharing or duetting. It concludes by considering the work of Davies (2003), Maybin (2006) and Rampton (2006) to offer interpretations of gendered talk in the classroom and explore how pupils might use talk to position themselves in relation to one another and curriculum knowledge.

The theoretical underpinnings of the methods adopted will be considered in Chapter 3.

2.2   The Dialogic Nature of Language

2.2.1 Language and Learning: a social constructivist perspective on classroom talk

"In educational settings, language is the primary meditational tool through which learning occurs" (Rogers, 2005: 12).   This relationship between language and thinking/cognition assumes a social constructivist perspective; one which is attributed to key thinkers in the educational field such as Piaget, Vygotsky and Bruner. Bruner (1986) proposes that children use language as a cultural tool to problem solve the world around them, suggesting that language provides the tool for: sharing and making sense of information; thinking critically; reasoning; and acquiring new concepts. Palinscar (1998) recognises that there are many versions of constructivism but acknowledges their shared assumption that "learning and understanding are inherently social; and cultural activities are regarded as integral to conceptual development" (p. 348). Within such a perspective, the relationship between language and dialogic talk is clear since, if through social interaction pupils might be afforded opportunities to gain insight into one another's thinking through language, this creates potential for conceptual development through explication of reasoning and justification of views. This relationship between thinking and dialogic talk is explored below.

2.2.2 Bakhtin's Theory of Dialogic Talk

Despite having been written at the start of the 20th century, the work of Bakhtin was not published in English until the 1980s. From this point onwards his theory of the dialogic nature of language became influential in classroom talk research and many researchers (Alexander, 2010; Lefstein, 2006; Lyle, 2010; Mercer & Littleton, 2009; and Wegeif, 2005, to name but a few) recognise their work as being built upon a foundation of Bakhtinian theory.

Bakhtin proposed that all utterances are part of a "living language" (Bakhtin, 1930s/1981, p. 288) and that, through dialogic interaction between speakers, the meaning of language is shaped and reshaped for both speaker and listener(s). As such, participants become active constructors of knowledge through engaging in discourse with others. Bakhtin's theory therefore suggests that utterances always exist in response to things that have been said before and in anticipation of things that will be said in reply so that language is regarded as both relational and dynamic. Furthermore, he notes that it is in the very act of speaking and listening that knowing occurs and, therefore, both knowledge and identity are created in the discourse between speakers. He theorises that an utterance "cannot fail to brush up against thousands of living dialogic threads, woven by socio-ideological consciousness" (Bakhtin, 1930s/1981, p. 276). Bakhtinian theory also proposes that, through this socio-ideological shaping of language, spoken genres emerge and evolve which result in "socially typifying languages" (Bakhtin, 1930s/1981, p. 290) or discourse genres. These discourse genres are, in turn, distinctive to a given cultural context; for example the language of a group of professionals or a family unit.

Bakhtin (1930s/1981) distinguishes monologic from dialogic discourse, offering an example of teacher-pupil talk as one that might be deemed to be monologic since it is not premised upon the principles of genuine dialogue. Haworth (1999) when exploring the principles of genuine dialogue with reference to Bakhtin's work, uses the term addressivity which recognises that genuine dialogue requires the speakers to articulate a personal perspective in relation to other participants and in relation to knowledge. She notes therefore that genuine dialogue or dialogic interaction is characterised by a "capacity to respond to 'otherness', to signal reciprocity (not necessarily harmonious or tolerant), in relation to the speaker or a text" (Haworth, 20101999, p. 99).

The above ideas - dialogic talk, monologic talk and discourse genres - will be further explored and defined in the next section.

2.2.3 The Monologic Discourse Genre of the IRF Exchange

It is now widely accepted within sociolinguistic theory that language use is determined by: the context in which talk occurs; participants in the talk; and subject matter (Mercer, 2000), and that mature language users are able to adapt and modify their utterances to best address the social and linguistic expectations of others within a given context. Within the field of classroom talk there is much research to suggest that teachers and children adopt socially determined language conventions, discourse genres, as an everyday part of classroom life (Edwards and Mercer, 1994; Fairclough, 1989; Nystrand et al, 2001; Rampton, 2006) and that, on the whole, classroom discourse is distinguished by the extent to which it is highly structured and depends upon "relationships of authority" (Nystrand et al, 2001, p. 3). Within these, the teacher assumes the role of the "powerful participant" in the conversational exchange "controlling and constraining the contributions of non-powerful participants" (Fairclough, 1989, p. 46) and the pupils fulfil their "discoursal and pragmatic rights and obligations" (Fairclough, 1985, p. 57). Bakhtin describes such an exchange as pedagogical dialogue - not authentic dialogue which results in a "genuine interaction of consciousness" but, in fact "monologism at its extreme" (Bakhtin, 1984: 81 cited in Nystrand et al, 2001, p. 3) which enforces an asymmetrical relationship and "denies the existence outside itself of another consciousness with equal rights and responsibilities" (Bakhtin, 1984: 81 cited in Nystrand et al, 2001, p. 3).

An example of pedagogical dialogue or classroom discourse genre is evident in the initiation-response-evaluation (IRE) or IRF exchange which is deemed to be dominant in many classrooms in the United Kingdom and America (Edwards and Mercer, 1994; Lyle, 2008; Nystrand et al, 2001; Sinclair and Coulthard, 1975). Lefstein (2006) describes the IRF/IRE exchange as follows:

> Teachers *initiate* discourse by lecturing or asking
> predominately predictable, closed questions, usually designed
> to test pupils' recall of previously transmitted knowledge and/or
> to discipline inattention. Pupils *respond* with one-or two-word

answers. Teachers *evaluate* student responses, praising correct answers ("well done!") and censuring error ("you haven't been paying attention!"). Teachers dominate talk by controlling the topic and allocation of turns, by speaking more often than pupils and for longer periods of time and, indirectly, by privileging pupil contributions that are essentially a re-voicing of previous teacher utterances (p. 1).

Whilst it might be acknowledged that early research into the IRF exchange is somewhat dated, Nystrand et al's (2001) recent research, entailing a large scale study and observation of 872 lessons, notes how little time, less than one minute on average within these lessons, was dedicated to genuine dialogue in favour of the IRF exchange; and so it is no surprise that Alexander (2010) notes that "the question-answer 'recitation script' remains dominant" (p. 15) in classrooms.

So, the "intractability of recitation" (Alexandra, 2005, p. 11) is clear, but why might this be the case? Haworth (1999) argues that classroom discourse genres, in particular the IRF structure within whole-class discussion, are embedded through habituated practice which is reinforced through immersion in the classroom culture. Within this culture the teacher and pupils "acede to the authority and status of the genre as a given" (Haworth, 1999, p. 101) and adopt relative positions and talk behaviours as established practice. She suggests that the practice of teacher-led discussion and explanation - Bakhtin's pedagogical dialogue - is privileged by both teachers and children in many classrooms because there is "comfort in ritual" (Haworth, 1999, p. 101).

Lefstein (2006), on the other hand, suggests that the powerful participant in pedagogical discourse i.e. the teacher, is not innocent in their simple acceptance of habituated practice but that, in fact, the IRF exchange as a discourse genre is consciously adopted as a means of teacher control and discipline. He notes that such "genres are sites of political and ideological contestation (that) encapsulate worldviews, value systems and ideologies" (Lefstein, 2006, p. 7). He further suggests that, teacher commitment to pedagogical dialogue, and the IRF exchange within this, demonstrates a form of policing the language of the classroom, where the teacher,

consciously or otherwise, makes decisions about the types and forms of language to be used and, in doing so, ensures that pupils "adhere to normative classroom discourse genres" (Lefstein, 2006, p. 8).

However, Howarth (1999) suggests that because some classroom discourse genres, such as pedagogical dialogue, are awarded "authority and status" (p. 101) through the habituation of practice they come to have a "fixity of meaning" (p. 101) which is difficult for participants either to challenge or to change. This view is supported by Barnes (2009) who suggests that the values that pupils accord to knowledge, and as part of this fixity of meaning, will influence the extent to which they are willing to participate in challenging and changing established discourse practices. He suggests that, because dialogic talk presupposes joint construction of knowledge, rather than the display of knowledge presupposed in monologic talk, pupil values may in fact contribute to the persistence of the IRF structure since pupils are less likely to be forthcoming in asking questions or exploring ideas tentatively at the risk of displaying their own lack of knowledge.

However, Haworth (1999) proposes that because dialogic talk is not habituated as an established discourse genre in many classrooms, it has the capacity to be shaped as a genre by all participants; thus, she notes, teachers and pupils should recognise that dialogic talk offers the opportunity to be "multi-voiced, versatile and playful with the 'authority' of generic forms" (Haworth, 1999, p. 101) within the classroom. This view is supported by Lefstein (2006) who proposes that those discourse genres, such as dialogic talk, that are not established within classroom routines inevitably have less fixed generic conventions and therefore offer a means of breaking out of conventional teacher/pupil talk roles.

2.2.4 From Monologic to Dialogic Talk

The work of Barnes (2009), Mercer (1995), Nystrand et al (2001) and Wells (1999) has served to outline a potential alternative to the monologism of the IRF structure, as well as lay the foundation for more recent research into dialogic talk in the classroom. All of these researchers have contributed to

mapping the terrain of classroom talk by creating a language to describe, and thus better understand, teacher-pupil interactions. This language has in turn been used by teachers and pupils as a means of exercising conscious control over talk.

Exploratory talk was a term first coined by Barnes (1976). He used this term to describe a language of the classroom that stood in contrast to pedagogical dialogue. This pedagogical dialogue Barnes describes as presentational talk - since it is focused upon displaying knowledge in a way that can be presented to meet the needs of the audience. In contrast, exploratory talk was seen to occur when children were trying out new ideas so that spoken language was "hesitant, broken, and full of dead-ends and changes of direction" (Barnes, 2009, p. 5). This notion of exploratory talk was further developed by Mercer (1995, 2005) who identified three types of classroom talk:

- disputational - characterised by an unwillingness to take on another's point of view and consistent reassertion of one's own;
- exploratory - characterised by critical engagement from talk partners who work together to construct ideas; and
- cumulative - characterised by speakers building "positively but uncritically" (Mercer, 1995 p.104) upon contributions from others in the group

Haworth (1999) draws upon Bakhtinian theories to explore the characteristics of dialogic talk within the context of small group interaction in her research classroom. She concludes that the dialogic talk of the boys in her classroom was characterised by "high levels of explicit intersubjectivity" (Haworth, 1999, p. 114) accompanied by the foregrounding of the subject matter of the classroom task. She notes that within this talk "fast-flowing latched and overlapping utterances" (p. 110) demonstrated features of the kind of intimate talk of the playground which contrasted with the rigid genre of whole class interaction and embedded more equal power relations. She concludes that such importation of domestic spoken genres into established

classroom discourse practices so that "voices and genres meet, mix and interanimate" (p. 114) indicate pupil acts of agency and commitment to addressivity which are true features of dialogic talk. Haworth contrasts such talk with the girls' talk which she describes as: constructing ideational and interpersonal relations through the teacher; less agentive (as indicated through the use of generalised pronouns); committed to presenting ideas for teacher scrutiny and approval, "deferring to the teacher as the natural audience for their utterances" (p. 113); and privileging the classroom task and the teacher's agenda, thus downgrading their agentive role in shaping classroom interactions. She refers to such talk as monologic because of its "single-voiced orientation toward the 'authoritative' discourse of the conventional classroom" (p. 113).

Nystrand et al's work (2001) further serves to explicate a language to describe classroom talk that moves beyond monologic discourse, understanding of which, they suggest, can enable teachers to make use of classroom talk as a "strategic device (to) foster student engagement and construct a classroom environment conducive to learning" (p. 5). Nystrand et al noted that, in their research classrooms where talk tended towards genuine dialogue, key dialogic moves were evident in the discourse. They describe these as follows. Firstly, they suggest that dialogue was more apparent when teachers made use of authentic questions i.e. questions to which there was not a prespecified or preferred response but where the teacher and pupils were following a genuine line of enquiry through questioning. Secondly, they note that uptake of points, both by teacher and pupils, resulted in a greater number of dialogic interactions. They define uptake as occurring "when one conversant e.g., a teacher, asks someone else about something that other person said previously" (p. 20) and note that uptake in the form of pupil questions has a particularly positive impact upon furthering dialogic interactions. Thirdly, they note that genuine dialogue is more effectively sustained when teachers withhold evaluations of pupil responses; and finally, they note that where teachers make greater use of student-initiated questions and less frequent use of recitation or test questions "dialogic bids" (p. 8) are more frequent. They conclude as follows:

much dialogic interaction in classrooms is deliberately
structured, especially by authentic teacher questions and
instances of uptake. To the extent that these devices prime the
possibilities and increase the probability of dialogic interaction,
they may be regarded as ways that teachers "scaffold" (Bruner,
1978; Cazden, 1980) discussion (Nystrand et al's, 2001 p. 12).

The way in which teachers might develop dialogic moves in talk is further
explored by Sharpe (2008) who suggests that teachers can increase the
prospectiveness of questions asked by replacing evaluative feedback
(dominant in the IRF exchange) with a pivot move that invites the pupils to
"explain, justify or amplify their responses" (p. 138). The use of such pivot
moves can structure discussion so that "what starts as the IRF exchange
can develop into a genuine dialogic co-construction of meaning" (Wells,
1999, p.145 cited in Sharpe, 2008, p.138). Furthermore, she notes that low
control moves, "alternatives to questions which includes telling, speculating,
acknowledging or suggesting" (p. 140) can be used by the teacher to
promote genuine dialogue as such moves encourage pupils to share their
viewpoint and ask questions.

2.2.5 A Pedagogy for Dialogic Talk

The more recent work of Alexander (2010), Haworth (1999), Lefstein (2006),
Lyle (2008), Resnick et al (2007) and Skidmore and Gallagher (2005) has
furthered the work on dialogic talk through a process of defining a dialogic
pedagogy. These researchers acknowledge that the facilitation of the
dialogic classroom "holds the greatest cognitive potential for pupils, whilst at
the same time demanding most of teachers" (Lyle, 2008, p. 222). All
acknowledge that such an approach attempts to undermine the
asymmetrical relationship between teachers and pupils in adopting a social
constructivist approach which attempts to progress beyond a "pedagogy
based on the transmission of pre-packaged knowledge" (Lyle, 1998 cited in
Lyle, 2008, p. 225).

Skidmore and Gallagher (2005) helpfully categorise dialogic pedagogy under
three headings - dialogic instruction, dialogic enquiry, and dialogic teaching,
all of which they conclude are intended to enhance "intersubjective

understanding" within the classroom. A more detailed consideration of their work will assist in clarifying key terms related to dialogism in the classroom which will, in turn, lead to a more detailed consideration of dialogism in relation to the focus of this research project.

Skidmore and Gallagher attribute the major work with regard to dialogic instruction to Nystrand (1997) acknowledging his contribution to the field as being "the first sustained attempt to explore the significance of the Bakhtinian theory of dialogism for our understanding of the language of classroom instruction" (Skidmore and Gallagher, 2005)

They further note that his work has contributed to understanding of how teachers can strategically influence classroom talk that is conducive to learning through the establishment of a "pedagogic contract" of discourse between teachers and pupils. In commenting on his work, they note that Nystrand concludes that "particular styles of interaction have an effect on student learning, for better or worse" (Skidmore and Gallagher, 2005) but they go on to say that the relationship between learning and dialogic talk cannot be "mechanically reduced to measuring the relative proportion of authentic vs. 'display' questions over the course of a lesson, for example" (Skidmore and Gallagher, 2005). They summarise Nystrand's findings as follows:

> If the teacher asks many authentic questions which are unrelated to the topic of the lesson, then this is unlikely to help develop students' understanding fruitfully; whereas a concise, clear exposition by the teacher may be the most efficient way of explaining the nature and purpose of a task before the class moves on to a new activity. Dialogic instruction will be supported by an increased use of authentic, topic-relevant questions on the part of the teacher, but more fundamental is the quality of the interaction which surrounds those questions. What matters most is not simply the frequency of particular exchange-structures in classroom discourse, but how far students are treated as active epistemic agents (Skidmore and Gallagher, 2005).

However, they critique Nystrand's (1997) research for its limited database of transcripts of real-time classroom teaching and suggest that there is scope

for further research which offers a microanalysis of dialogic teaching in the classroom.

Skidmore and Gallagher (2005) describe the research of Wells (1999) as demonstrating a commitment to dialogic enquiry - a learning context in which pupil knowledge is co-constructed through a community of enquiry. They recognise that his work values not just dialogic talk but the creation of a genuine curriculum context within which such talk can be fostered. They praise his work for its inclusion of extracts of dialogic talk which are recorded in naturalistic settings and systematically analysed. Interestingly, as is the case for Sharpe's (2008) research, they acknowledge that a particular strength of Wells' work is his suggestion that the feedback part of the IRF exchange may in fact lend itself to dialogic discourse when the teacher feedback or follow-up move is used to encourage the child to "clarify, exemplify, expand, explain, or justify" (Skidmore and Gallagher, 2005). However, they conclude that Wells' work is at risk, through the recentralising of the IRF exchange, of repositioning the teacher as the initiator of discourse.

In consideration of dialogic teaching, Skidmore and Gallagher (2005) turn to the work of Alexander (2004b). They describe the five principles of dialogic teaching (purposefulness, collectivity, reciprocity, cumulation and supportiveness) outlined by Alexander (to be explored in greater detail in the next section) and recognise the contribution of his research to be "the transnational scope of Alexander's study (which) enables him to compare the norms which govern teaching in different countries" (Skidmore and Gallagher, 2005). They note that such an approach helps to defamiliarise rituals of classroom life that are taken-for-granted in national contexts and enables them to be re-examined in order to challenge habituated practice. However, they criticise Alexander's work as offering a too complicated description of the characteristics of dialogic teaching suggesting that there are just too many things for teachers to think about in the list of 47 indicators of dialogic teaching outlined in his text (Alexander, 2004b). They conclude that such a checklist engenders a risk that schools will seek to describe "an

exhaustive catalogue of the measurable properties of dialogic teaching" (Skidmore and Gallagher, 2005).

In light of the focus of this research project, the remainder of this section of the literature review will focus upon a more detailed consideration of the nature of dialogic teaching, its implications for practice, and the challenges and affordances of such an approach.

2.2.6 Dialogic Teaching

The theoretical framework of dialogic teaching, initially proposed by Alexander (2004b) offers a lens through which to view, and thus better understand, the characteristics of *teacher-pupil* interactions within the dialogic teaching context. Alexander's claim that "reading, writing and number may be the acknowledged curriculum 'basics' but talk is arguably the true foundation of the learning" (p. 9); and his work with school teachers in the 'Talk for Learning 'research projects (Alexander, 2003; Alexander, 2004a) has initiated the process of "pragmatically grounding" a theory of dialogic teaching in the reality of the contemporary British classroom (Lefstein, 2006, p. 11). In formulating his description of dialogic teaching, Alexander draws upon a 4-year research project with a group of teachers from North Yorkshire and Barking and Dagenham (Alexander, 2003; Alexander, 2004a) as well as his research in the classrooms of England, France, India, Russia and the United States. This research draws on an extensive evidence base of: policy scrutiny; lesson plan review; pupil work scrutiny; lesson observation and analysis; and interviews with numerous educationally-interested stakeholders. His research and findings have come to be highly regarded and influential on the work of many contemporary researchers (Lefstein, 2006; Lyle, 2008; Skidmore and Gallagher, 2005; Resnick et al, 2007).

Alexander (2010) defines dialogue within teaching as "achieving common understanding through structured, cumulative questioning and discussion that guide and prompt, reduce choices, minimise risk and error, and expedite the 'handover' of concepts and principles" (p. 30). Recognising that genuine

dialogue is characterised by a series of exchanges which "seeks to make attention and engagement mandatory and to chain exchanges into a meaningful sequence" (p. 104), he goes on to suggest that dialogic teaching is, therefore, a discourse practice which is:

- **collective**: teachers and children address learning tasks together, whether as a group or as a class;

- **reciprocal**: teachers and children listen to each other, share ideas and consider alternative viewpoints;

- **supportive**: children articulate their ideas freely, without fear of embarrassment over 'wrong' answers; and they help each other to reach common understandings;

- **cumulative**: teachers and children build on their own and each other's ideas and chain them into coherent lines of thinking and enquiry;

- **purposeful**: teachers plan and steer classroom talk with specific educational goals in view (p. 38).

He suggests that dialogic teaching requires of the teacher not simply the implementation of teaching strategies but a commitment to pupil voice that is underpinned by teacher values that recognise pupil empowerment in classroom talk as integral to effective learning. As such, he suggests that dialogic teaching requires commitment to the development of a classroom culture which is underpinned by the above five principles, since "pedagogy and culture are inextricably linked" (p. 109).

More recently, Laura Resnick and her team have developed Alexander's five principles into a model of "accountable talk" (Michaels et al: 2008; Resnick et al, 2007; Wolf et al, 2006). This work serves to enrich the principles of dialogic teaching by recognising that accountable talk evidences not only a chain of meaningful exchanges between teachers and pupils but also assumes that such talk should be accountable to standards of reasoning and knowledge. As such, Resnick's promotion of accountable talk requires of the participants that they support points made in dialogue with reasoning (emphasising logical connections and drawing reasonable conclusions) and

knowledge (referring to facts and evidence). Wolf et al (2006) complement the above research in their exploration of teacher and pupil dialogic talk moves within the context of reading comprehension instruction, analysing the extent to which teachers and pupils "link contributions to one another so that the discussion builds on ideas within the learning community" (p. 6) and pupils make reasoning explicit as part of classroom discussion.   They conclude that three key dialogic moves within accountable talk demonstrate accountability to the learning community, accountability to knowledge and accountability to rigorous thinking. They suggest that accountability to the learning community may be evidenced in pupil use of 'student linking' phrases such as, "I want to add on to what Ann said" or "I agree with you because…" (p. 8); they further suggest that such accountability to the learning community might be encouraged through the use of 'teacher linking' phrases designed to prompt pupils towards dialogic talk and cumulation of another pupil's idea or to express an alternative view. They note that such linking phrases might be as follows:

- Who agrees / disagrees with what Ann just said?

- Who wants to add on to what Ann just said?

- Did you hear what Ann just said? Can you repeat that in your own words? (p. 10).

Furthermore they suggest that accountability to rigorous thinking may be evidenced through use of such 'student thinking' phrases as "I think because" (p. 9) which indicate a pupil's intention to signal reasoning or justification for a viewpoint

It is interesting to note that Michaels et al (2008) suggest that in order for dialogic/accountable talk to take place there have to be "interesting and complex ideas to talk and argue about" (Michaels et al, 2008, p. 287). This would concur with Nystrand's (2001) call for talk which is stimulated by authentic questions and Barnes (2009) suggestion that dialogue is best stimulated through genuine enquiry. As is the case for Alexander (2010), Michaels et al (2008) recognise that within accountable talk "both monologic

(authoritative) and dialogic discourse have their place" (p. 292), noting that the lesson intention and context will determine the type of talk that is most appropriate to support learners. However, in agreement with Nystrand (2001), they note that when the teacher is keen to open up a genuine dialogue he or she should avoid "shutting down discussion by prematurely telegraphing" (p. 6) a preferred claim to knowledge and instead seek to revoice pupils' contributions in order to probe reasoning and encourage participation.

However, Lefstein (2006) warns that those committed to dialogic teaching should be wary of inadvertently promoting dialogical idealism. He suggests that if the teacher were to promote genuine Bakhtinian dialogue there is a risk that his or her role would become simply that of a fellow participant and that, framed in this way, it would be very difficult for the teacher to teach the statutory curriculum and fulfil his/her mandated obligation to assess pupils. Instead he proposes a pragmatic approach of "pedagogicising" dialogue through "constructing a model of dialogue that is appropriate to the school context" (Lefstein, 2006, p. 8). In support of Alexander's, Nystrand's and Resnick et al's drive to characterise and thus promote a teaching approach which is dialogic in nature, he suggests that the teacher should come to see him/her self not simply as a facilitator but as a guiding adult. In summary, Lefstein (2006) concludes that this guiding adult should assume the right to:

- introduce and assert appropriate communicative norms and rules;

- Open up conversation with respect to curricular content and objectives;

- Maintain the flow, direction and cohesion of the conversation;

- Encourage broad participation and ensure fairness in access to the floor;

- Probe others' thinking;

- Protect "weak" pupils;

- Undermine their own content authority by bringing dissenting voices into the discussion;

- Exemplify dialogic dispositions in their own actions;

- Invite pupil criticism of, and participation in, the way the dialogue is directed

Such guiding principles, supported by classroom ground rules (Bullen and Moore, 2002) have been found to be facilitative to dialogic teaching. In consideration of the value of *exploratory* talk, Mercer and Dawes (2008) suggest that:

> Ground rules for talk are important: they reflect the need for social order of a certain kind to be maintained in classrooms, and a teacher's responsibility for ensuring that any talk and other activity follow an appropriate, curriculum-relevant agenda and trajectory (p. 58).

They go on to suggest that the following ground rules may support teachers in promoting effective talk:

- Make it clear that some parts of lessons are expressly intended to be discussion sessions, in which questions and diverse views on the topic can be expressed.

- During whole class discussions, allow a series of responses to be made without making any immediate evaluations.

- If some different views have been expressed, ask pupils for the reasons and justifications for their views before proceeding.

- Precede whole-class discussions of particular questions or issues with a short group-based session, in which pupils can prepare joint responses for sharing with class…

- Before providing a definitive account or explanation (of, for example, a scientific phenomenon) elicit several children's current ideas on the topic. Then link your explanations to these ideas

- Use whole-class sessions to gather feedback from children about how they work together in groups. Ask 'are ground

rules working? Do the rules need to be revised? Do they feel their discussions have been constructive? If not, why not? And what could be done about it?'

- Ask people to nominate other pupils in whole-class discussions, so that the teacher does not only get to choose who should speak (p. 64).

What is evident here is the strong connection between Mercer and Dawes' ground rules for exploratory talk and the characteristics of dialogic teaching as described in the work of Alexander (2004b, 2010), Michaels et al (2008), Lyle (2008) and Wells (2001). And so it might be suggested that the terms dialogic talk (when referred to in the educational context) and exploratory talk should be regarded as having many common characteristics. In Mercer's early work (1995) the term exploratory talk was more commonly used to described the behaviour of groups of children working together, but in his more recent work the ground rules of exploratory talk are applied not only to the small group context but the whole class discussion and so the distinction between exploratory and dialogic classroom talk becomes blurred. However, Mercer's (2005) distinction seems to be between the sharing of ideas in a critical way (exploratory talk) and constructing a shared body of knowledge through uncritical talk (cumulative talk). Alexander's definition of cumulation suggests a positively dialogic act whilst Mercer's (1995, 2005) cumulative talk is understood to be less dialogic because of its lack of criticality.

2.2.7 The Challenge of Dialogic Teaching in the British Classroom

However, it would seem that the process of enabling dialogic teaching is more complex than simply understanding its characteristics before enacting these within the classroom. Alexander (2010) notes that a dialogic teaching approach (such as that evidenced in the classrooms of France, Russia and India) stands in relief to the dominance of the IRF exchange in the classrooms of Britain and the United States and suggests that, by understanding the factors which best inhibit or enable dialogic teaching in these countries, teachers can come to view "habitual ideas and practices, as it were, from outside" (Alexander, 2010, p. 10). However, he goes on to note

that whilst teachers (including, of course the teachers within the 'Talk for Learning' schools (Alexander, 2003; Alexander, 2004a)) may be committed to the principles of dialogic teaching, some experienced a discrepancy between intended and enacted discourse practices in the classroom. An evaluation at the end of the second year of the 'Talk for Learning' project noted that the teaching observed in those TLP schools which had made most progress was outstanding, meeting "the stringent conditions of dialogic teaching" (Alexander, 2004a, p. 5). However, this report also notes that, for a good number of teachers who had been involved in the project for two years, "the most frequently observed kind of teacher-pupil talk remains closer to recitation than to dialogue" (p. 24) with pupils in lessons continuing to engage in "competitive hands-up bidding" for turns (p. 16). Alexander suggests that this might be the case for the 'Talk for Learning' project teachers because they encountered difficulties in resolving the tension between the need to control and manage classroom learning and the pupils within this (essentially assuming an asymmetrical relationship) and the desire to promote a genuine dialogue which assumes a more equal and empowering relationship. He notes that of the five principles the two which teachers found most difficult to engender in the classroom were those of purposefulness and cumulation. At the end of the second year of the project Alexander therefore concluded that "sustained work is now needed to build on the collective, supportive and reciprocal culture of classroom talk …in order to make talk consistently purposeful and cumulative" (p. 6).

Furthermore, Alexander recognises that the process of implementing dialogic talk practices in the classroom requires not simply a change in behaviour on the part of teachers but a change in attitude and understanding about relationships within the classroom. He notes that a shift in classroom discourse practices towards dialogic teaching assumes that the teacher cannot expect to "change teaching without attending to the values underpinning the practice we seek to reform" (p. 88), suggesting that dialogic teaching demands a pedagogical ethos lived out in the behaviours and language of teachers and children which demonstrates a genuine commitment to principles of collectivism rather than individualism. As such,

he suggests, dialogic talk may be forefronted in the research classrooms of Russia, India and France because societal expectations within these countries assume a more collective approach to day-to-day life and, within this, education, whilst in the classrooms of England and the United States dialogic talk may not thrive because it does not reflect the views of the society within which education is framed. Essentially, he suggests that where a society is committed to capitalism and educational competition and comparison at both school and pupil level this engenders a climate within which children and schools compete against one another and dialogic teaching is undermined. So, Alexander suggests that for teachers the tension between "individualism and collectivism arise inside the classroom not as a clinical choice between alternative teaching strategies so much as a value dilemma that may be fundamental to a society's history and culture" (Alexander, 2008, p. 83).

This tension between values and beliefs about classroom discourse behaviours and the reality of day-to-day practice is also recognised by Carr (2009) who notes that, whilst educational practitioners might demonstrate an ideological commitment to change in pedagogical action "continuity is far more prevalent than change" (Carr, 2009). Thus, Alexander would suggest that the challenge faced by teachers who wish to enable dialogic teaching within the classroom may lie not so much in reconceiving of a new pedagogical approach but in genuinely committing to "a purposive cultural intervention" (Alexander, 2005, p. 2) intended to change the way teachers and children view their learning relationships to subsequently influence discourse behaviours.

2.2.8 Critiquing Dialogic talk

However, the use of dialogic talk continues to raise concerns within academic research. Whilst Mercer and Dawes (2009) promote the benefits of dialogic teaching, they note that, despite talk being the main tool of their trade, few teachers "have been taught specific strategies for using it to best effect" (p.363). Furthermore, they acknowledge that pressure to cover prescribed National Curriculum content "militates against a more

adventurous and open-ended approach to classroom dialogue" (p. 363). Lefstein and Snell (2011) extend this view, suggesting that, when reviewing videoed teaching episodes, the thinking of their research teachers was "shaped by the needs to meet the requirements of the accountability regime" (p. 511).

Conversely, ethnographers in the field of education such as Maybin (2009) and Rampton (2006) refocus to consider the child's broad repertoire of linguistic practices within the classroom. They critique the sustained focus on pedagogical talk for marginalising the "social and cultural dimensions of children's language experience in school" (Maybin, 2009 p. 70) in favour of adopting "frameworks to conceptualise language and literacy proficiency in terms of narrowly defined skills and competencies" (p. 70). Maybin (2012) critiques Alexander's focus on dialogic talk for prioritising a cognitive notion of talk and, in doing so, sidelining its social, emotional and aesthetic aspects. Furthermore, she notes that everyday talk between children might be understood as dialogic in the way in which understanding is "pooled to be recycled" (Maybin, 2012) and pupils uptake upon one another's points in later conversation. However, she suggests that, unlike Alexander's notion of dialogic talk and Mercer's notion of exploratory talk, children's everyday dialogic talk may not reach a point of mutual agreement or understanding and may not include evidence of the corpus markers (for example Wolf et al's (2006) student linking and thinking phrases) which are considered to be facilitative in a pedagogical context. Maybin concludes that, as such, linguistic ethnography within the field of education is understood to "offer important insights into what is happening in classrooms which complement psychological approaches" (p.70) and might assist educators in being open to a wider range of linguistic patterns within dialogic talk in the classroom.

2.3   Identity Theory

2.3.1 Defining Identity and Identity Formation

Having defined dialogic talk and considered this with respect to teacher and pupil beliefs and values, this section will consider the relationship between

language and identity. It will begin with a general exploration of identity theory before relating this to the use of spoken language in the classroom and considering how teachers and pupils might use spoken language as a resource for identity enactment.

Holland et al (1998) suggest that all actions within a social context are shaped in response to a person's belief about their sense of self or identity. They define identity as follows:

> People tell others who they are, but even more important, they tell themselves and then try to act as though they are who they say they are. These self-understandings, especially those with strong emotional resonance for the teller, are what we refer to as identities (p. 3).

As such, it is understood that identity is constructed not simply within the self but in the course of social interaction with others (Akkerman and Meijer, 2011; Beijaard et al, 2004; Hamman et al, 2010; Lasky, 2005; Urzu and Va'squez, 2008); that is, identity is generated through the powerful link between the personal self and the collective of social relations as "identities are lived in and through activity" (Holland et al, 1998, p. 5) improvised within the course of social interaction.

2.3.2 Identity or Identities?

Such an understanding of identity recognises that it is not just something people have but something that people use to explain and make sense of themselves in relation to others (Hamman et al, 2010) and that, as such, people assume different identities within different contexts (Zembylas, 2003; Urzu and Va'squez, 2008). This notion of one person seeming like different people in different places at different times is referred to as "sub-identities" (Beijaard et al, 2004, p. 113) or "multiple identities" (Beauchmp and Thomas, 2009, p. 181).

Understood in this way, it is clear that that "identity is not a fixed and stable entity" (Akkerman and Meijer 2011, p. 309) but a relational phenomena that shifts or is fragmented across different times and contexts, so that as

individuals participate in different discourse communities their identities are constructed and reconstructed - essentially "open, negotiated and shifting" (Hamman et al, 2010, p. 220).

2.3.3 The Development of Identity through Social Interaction

So if identity is not fixed but co-constructed, how might this occur? Through an exploration of the concept of figured worlds, Holland et al (1998) explore the relationship between the sense of self and significant others. They define figured worlds as "a socially and culturally constructed realm of interpretation in which particular characters and actors are recognized, significance is assigned to certain acts, and particular outcomes are valued over others" (p. 52).

Such worlds, they suggest, are populated by social actors who make use of a limited range of meaningful acts which are habituated in practice and which in turn serve to mediate the behaviour of the participants. These participants, in time, come to embody the figured world and, through appropriation of and participation in the ways of behaving in this world, "the world itself is also reproduced, forming and reforming the practice of its participants" (Holland et al, 1998, p. 53). Consequently, in the day-to-day activities of the figured world identity is shaped as "neophytes are recruited into and gain perspectives on such practices and come to identify themselves as actors of more or less influence, more or less privilege, and more or less power" (p. 60).

Within the figured world, the role of cultural artefacts becomes integral to the reproduction of habituated practices and subsequent identity formation. An artefact might be defined not simply as an object but any recurrent social practice, such as ways of talking, which comes to be regarded by the participants of the figured world as institutionalised practice. Thus, in the case of this research, dialogic talk might be regarded as a cultural artefact for the teachers and pupils interacting within the figured world of classroom discussion. Holland et al (1998) suggest that through the appropriation of

cultural artefacts, participants learn how to act and how to assume relative positions of power and authority.

2.3.4 Agency within the Social World

As a social actor the neophyte is, however, understood to have agency and, through this agency, the power to exercise conscious control over developing identity and appropriation of cultural artefacts (Beijaard et al, 2004; Lasky, 2005). Agency is understood as the human "capacity for self-objectification - and, through objectification, for self-direction" (Holland et al, 1998, p. 5).   This definition acknowledges that agency can enable an individual to either accept habituated social behaviours and/or power relations or reject these.   Through the exercising of agency, therefore, a person can choose to act purposively and reflectively, using cultural artefacts as a "tool of liberation of control from environmental stimuli" (p. 64) in order to "reiterate and remake the world in which they live" (p. 42), and thus they become, to some extent, self-determining.

So how might cultural artefacts enable the individual to become self-determining? In consideration of this, Holland et al return to the work of Bakhtin with an exploration of his term "space of authoring" (Bakhtin cited in Holland et al, 1998, p. 169), suggesting that every social actor is subject to numerous competing discourses which suggest ways of behaving and talk practices, but that through appropriation of cultural artefacts (s)he can come to consciously position or author her/himself in relation to these competing discourses. As such, the influence of the figured world collides with the individual's agency such that "rather than simply being socialised into the norms of social group whose monitoring subsequently keeps us morally in line, we 'assemble' ourselves from a plethora of changing options, deciding what is right and wrong for ourselves" (Rampton, 2006, p. 12).

Bloome et al (2010) further this argument with reference to the life of the classroom, recognising the relationship between language use, action and identity.   The term they use to describe this relationship is personhood. They suggest that within any group personhood is defined by the attributes

and rights that are considered inherent to being a person/group member and the social position available to a person. This group-shared concept of personhood serves to provide individuals with models for appropriate action and self-awareness (for assigning meaning and significance within the group) and for structuring the social order of the group, so that group members "establish a working consensus for how they define each other" (Bloome et al, 2010, p. 3).

However, understanding personhood to be "a dynamic cultural construct" (Bloome et al, 2010, p. 3), they reject the notion that individuals simply appropriate the group-defined actions and language, suggesting that teachers and pupils are agents acting strategically in and on the worlds in which they live. They suggest that, within each classroom interaction teachers and pupils act and react, improvising in response to the specific (situated) time and context in order to create and recreate meanings of personhood. This proposal does not deny the influence of group-held concepts of personhood (in the case of this research, a teacher or pupil 'doing dialogic talk') but assumes that teachers and pupils, rather than being "dependent variables" (p. 4), create and recreate these concepts of action and social position through purposeful struggle. Thus, in this work, the assembling of self (Rampton, 2006, p. 21) or identity production is understood as a product of teacher-pupil cooperation or resistance played out in situated action and discourse. The self is not fixed but dynamic and negotiated through action and interaction; as Bloome et al (2010) note, "people are always doing something, always involved in some event that is defining them and that they are defining" (p. 5).

2.3.5 A Dialogic Understanding: towards self-authoring

This notion of self-assembly is not without problems when considered in light of the above suggestion that identity is not fixed but renegotiated within the context of each social interaction.

In proposing their theory of the dialogical self as a means of self-authoring Akkerman and Meijer (2011) first recognise the tensions surrounding the

proposal that identity is both relational and dynamic when they question that, if this is the case, how do individuals maintain their sense of identity over time and come to be recognised more or less uniformly across different contexts? They propose to resolve this by suggesting that all individuals develop a dialogical sense of self whilst maintaining a core identity. As such, the writers explain their theory of the dialogical self drawing on the work of Bakhtin and suggesting that each individual creates a sense of self "composed of multiple I-positions in the landscape of the human mind" (Akkerman and Meijer, 2011, p. 311). Within this theoretical stance, the individual assumes different I-positions at different points in time with each I-position representing a different notion of identity. As such, the same person may, for example, adopt within any context the I-position of: the caring adult who wants to promote pupil empowerment through dialogic talk; the teacher who wants to ensure effective 'handover' of curriculum concepts; and the manager who wants to control interactional turns to ensure equity of experience for pupils.

Gee (2011) explains the adoption of an I-position within a speech act as the assumption of socially situated identity where the enacted identity is understood to be responsive to the immediate context. As such, socially situated identity suggests that a person's way of acting and speaking in any given context presents to the onlookers "the kind of person one is seeking to be and enact here-and-now" (p. 22). For Maybin (2006, p. 3) the situated and improvised nature of such speech acts within the classroom embed "moment by moment negotiations of identity and knowledge". Gee (2011) goes on to suggest that onlookers participating in such a speech act/discourse genre undertake recognition work through reading the actions and interactions of speakers and understand these as projecting a particular identity. Conversely, he suggests, recognition work is also undertaken by speakers who "try to make visible to themselves and others who they are and what they're doing" (Gee, 2011, p. 29) through their adoption of/alignment to particular ways of speaking.

Furthermore, a theory of socially situated practice and dialogical self theory recognises that an assumed I-position can conflict or contradict other positions so that "the I in the one position, moreover, can agree, disagree, understand, misunderstand, oppose, contradict, question, challenge and even ridicule the I in another position" (Hermans & Hermans-Jansen, 2001, p. 249 cited in Akkerman, and Meijer, 2011, p. 311).

Thus, dialogical self theory does not assume that a person adopts a certain sense of identity without regard to the other I-positions that they might adopt at other times, but rather that by allowing different I-positions to be forefronted at different times these I-positions are "always in a dialogical relationship of inter-subjective exchange and temporary dominance" (Hermans & Hermans-Jansen, 2001, p. 249 in Akkerman, and Meijer, 2011, p. 312) - a dialogue which is not always harmonious.

The way in which children exercised agency in appropriation or otherwise of cultural artefacts became integral to this research project. During data analysis, it became clear that some children within the class groups seemed to be undertaking recognition work in relation to the teacher's drive for dialogic talk through the way in which they appropriated or otherwise cultural artefacts (ways of talking) within their classrooms. Furthermore, it became clear that the enactment of dialogic talk in these classrooms was influenced and directed by the teachers' and children's "moment by moment negotiations of identity and knowledge" (Maybin, 2006, p. 3) in such a way that both teacher and pupil identities and the construct of dialogic talk itself were assembled and redefined through the situated practice of these classroom interactions.

The final section of this literature review considers how these acts of agency might be understood as interactional moves within a struggle for power. However, before considering this the review must first turn to another aspect - linguistic variation - which arose from the data analysis. This will be introduced in the next section.

2.4   Social Class, Linguistic Variation and Power Relations

This section will consider linguistic variation within the context of the discourse genre and its implications for this research project. It will begin with a consideration of Bernstein's (1971) theory of elaborated and restricted codes and consider the way in which elaborated code might be understood as 'the language of classrooms'. Whilst the findings from this research do not focus specifically on social class (as does Bernstein's early work), his theory provides a helpful metalanguage for describing the ways in which the teachers and pupils in the research schools responded to the drive for dialogic talk in their classrooms. This section then draws on the work of Rampton (2006) to suggest that a late modern interpretation of linguistic variation might reconceive of it as an agentive act of discourse within situated practice rather than an accident of social class. It will then conclude with a consideration of discourse as social practice and its implications for power relations within the classroom context.

2.4.1 Towards a Theory of Linguistic Variation: elaborated and restricted code

Bernstein (1971) proposed that all children and adults make use of public language (restricted code) as an interactional tool within everyday life. Defining public language as that which is often context dependant, within which "meanings might be discontinuous, dislocated, condensed and local" he notes that public language is used against a backdrop of shared experience where meaning is often implicit or taken for granted. Conversely, Bernstein proposes that the child or adult who makes use of elaborated code (or formal language) relies less on shared contextual meaning choosing instead to "elaborate verbally and to make explicit his discreet intent" (p. 63). As such, the speaker assumes that his/her intent may not be taken for granted and so "is forced to expand and elaborate his meanings, with the consequence that he chooses more carefully among syntactic and vocabulary options…his sequences will carry *verbally* the elaboration of his experience" (Bernstein, 1964, p. 63).

Bernstein recognises the value of elaborated code language for the speaker who seeks to explore and explain relationships between objects, feelings and concepts. However, he also notes that use of elaborated code places a greater demand upon the speaker in terms of planning for the delivery of relatively explicit meaning and so may result in characteristics as follows:

- A high level of structural organisation (more formally correct syntax) and vocabulary selection.

- Punctuation by frequent pauses and longer hesitations to allow time for verbal planning.

- Adoption of a particular syntax to transmit a particular pattern of meaning (Bernstein, 1971).

Bernstein's early (1964, 1971) work contests that restricted code is available to all members of society whilst elaborated code tends to be prevalent in middle class families. However, he notes that "one code is not better than another, each possesses its own aesthetic; its own possibilities" (Bernstein, 1964, p. 66).

However, he goes on to suggest that children who are socialised into the use of elaborated code are afforded greater chances of success in school since schools make greater use of elaborated code to develop children's understanding of symbolic relationships and to differentiate and discriminate concepts. For the child whose pre-school experience has afforded little enculturation into elaborated code, Bernstein notes, "there is no continuity between the expectancies of the school and those of the child" (Bernstein, 1971, p. 36).

For Bernstein (1971) this lack of continuity between home and school is seen as an ethical and political dilemma. Whilst sociologically the dissonance might be understood simply as language variation, for the child not encultured into elaborated code his/her language use is understood as "not appropriate for formal education" (p. 52).

2.4.2 Language Variation in Late Modernity

A more recent (late modern) conception of the relationship between social class and language variation offers a more complex perspective than that proposed by Bernstein (1971), suggesting that linguistic variation is not fixed according to class but variable according to context. Rampton (2006) in his exploration of linguistic variation, charts an historical range of orientations towards linguistic diversity which serves to challenge the assumption that language variation might be understood simply in terms of affiliation with a particular social class. He explores three different positions that have been adopted with respect to language variation throughout the twentieth century. He notes that initially accounts of language variation adopted a deficit position which stressed the inadequacies of the subordinate group and reinforced the need for such a group to be socialised into the dominant group norms. This was followed by a perspective on language variation that understood it as difference, emphasising the integrity and autonomy of the language adopted by a subordinate group or culture (a perspective that is embedded in Bernstein's theory above). Finally, he suggests, language variation was understood as domination within which institutions and institutional processes were expected to challenge repression of the linguistic variation of subordinate groups.

However, Rampton (2006) proposes that a late modern understanding of linguistic variation "challenges the assumption that people can be allocated unambiguously to one group or another" (p. 19), favouring a perspective which accepts that each individual will make sense of inequality and difference within their local context in a different way and that this sense making process will be influenced by social relationships and interactions. He refers to this perspective as "a shift of interest from socialisation to 'self-assembly'" (p. 21) which might be best understood as language variation influenced by the context of situated practice.   This notion of self assembly resonates with Bloome et al's (2010) suggestion of personhood and Holland et al's (1998) explanation of identity formation within a space of authoring.

In response to the deficit, difference, domination models, Rampton describes this fourth approach as a model of 'discourse'. He suggests, therefore, that within analysis of such discourse the researcher interested in linguistic variation will need to focus on closely observing and describing the way in which this variation plays out in different contexts, understanding that "the reality of people's circumstances is actively shaped by the ways in which they interpret and respond to them" (Rampton, 2006, p. 19). However, the challenge for the researcher in this context is to make sense of the patterns of linguistic behaviour that occur in a given local context in such a way that findings are relevant and, to some extent generalisable, whilst ensuring an anti-essentialist approach which suggests that people have fixed identities or that groups, cultures and languages are static and homogenous (Rampton, 2006). Finally, Rampton notes that "the cultural politics of 'deficit', 'difference', and 'domination' have certainly not been superseded by 'discourse' – to different degrees in different quarters, all four perspectives are alive and well" (p. 19).

2.4.3 The Relationship between Linguistic Variation, Speech Genres and Identity/Agency: language and power

So if linguistic variation is reconceived of as discourse – the product of an act of agency within situated practice - then teachers' and children's language choices within the classroom might be understood not as determined solely by their command of elaborated or restricted code (Bernstein, 1971) but by their agentive actions through the language adopted in a particular context.

Candela (1999) reminds us that, even in the classroom, individuals "contest power and compete for leadership roles in every verbal interaction" (p. 143), suggesting that teachers' and children's agentive actions within discourse might be best understood as participation in the business of "vying for local rank" (Candela, 1999, p. 142) within which control and asymmetries of power are a matter of constant redefinition. She notes that competition for the floor, negotiation of discourse rules and obligations and interruptions can be seen as evidence of a "battle for equality and for power" (p. 142). In consideration

of how the battle for power is played out discoursally between teachers and pupil peers she concludes that, when faced with a choice between aligning him/herself with the discoursal preferences of the teacher or peers, the child may recognise the collective response of his/her peers as having more interactional potency and thus choose to exercise his/her "relative autonomy to decide whether or not they follow the teacher's orientation" in classroom discourse (p. 156).

Within this research, returning to Bakhtin's (1930s/1981) theory of speech genre further helps to make sense of the relationship between power in teacher-pupil discourse and pupil acts of agency in the classroom. Since this early writing, speech genres have come to be understood as integral to social practice, producing and reproducing participants' understanding of language and relative power relations and organising how people think and act (Grenfell, 2011; Kamberelis, 2001; Maybin, 2006; Rampton, 2006).

For Rampton (2006) the relationship between a classroom speech genre (be this the IRF exchange (Sinclair and Coulthard, 1975) or the elaborated code of dialogic talk (Alexander, 2004a)), and the agency embedded in linguistic choices enables the teacher or child participating in classroom talk to respond to the genre through interactional acts of resistance or stabilisation. Whilst proposing that these acts are not always conscious and may be due to differences in expectations of the spoken genre, Rampton (2006) suggests that when a participant adopts the spoken convention of the genre (in the case of this research the elaborated code of dialogic talk) and its associated ways of being (for example, use of anaphoric references or student linking phrases), the genre becomes stabilised (Bauman, 2001, p. 81 cited in Rampton, 2006). However, when participants reject the generic requirements in favour of an alternative way of speaking/acting, the speaker's act of creativity (deviation from the genre) serves to resist its dominance. Rampton concludes that "generic expectations and actual activity seldom form a perfect match, and the relationship between them is an important focus in political struggle, with some parties trying to hold them together and others seeking to prise them apart (p. 30-31).

Kamberelis (2001) refers to such classroom speech genres and their associated interactional behaviours as frames, noting that whilst frames are durable enough to be recognised by participants as genres they are also dynamic, reinvented constantly within situated practice - understood not as cultural fossils but instead as cultural resources. Thus, he explicates the relationship between talk, identity, agency and the speech genre as follows: "the way we are positioned and position ourselves within this ever-changing context affords us possibilities for self production through strategically appropriating and contesting the material and discursive practices we find there" (p. 89).

Like Maybin (2006) and Rampton (2006), Kamberelis (2001) warns that the appropriation of the linguistic conventions of a speech genre demands that the speaker, to a greater or lesser extent, inhabit its ideologies since each "constructs certain knowledges and possibilities for being" and, in doing so, "renders others invisible or even occludes them" (p. 94). Thus, children's repetition and appropriation of teacher-preferred ways of talking may also be understood as a form of interactional enculturation; Maybin (2006) notes:

> There is a subtle point at which repetition becomes appropriation… One way in which children learn to speak and write the educational genres of mathematics, geography and other subjects is through the processes of repetition and appropriation within these sorts of teaching dialogues (p. 148).

And she goes on to suggest that the appropriation of a teacher's way of talking represents a step towards the "internalisation of educational dialogue". For Maybin, this appropriation reveals the influence of a process which seeks to enculture a teacher-preferred way of interacting as "children are both institutionally and generically trained through participation in classroom dialogue" (p. 148), a process through which particular relationships and activities are validated by the teacher.   Furthermore, Maybin reminds the reader that whilst appropriation of teacher-preferred interactional behaviour (in the case of this research - dialogic talk) may simply be a form of procedural display rather than principled engagement on the part of the child, this display is "still part of the disciplining process,

becoming ingrained within their subjectivities so they take up particular positions in relation to school knowledge and reproduce it in particular ways" (p. 148).

Maybin concludes that the more formal teacher-pupil interactions are often tightly structured, controlled by the teacher so that:

> the very act of taking part in them appears to express acceptance of the discursive positioning they offer, compliance with the institutional authority they encode, and commitment to the ways of talking about procedures and knowledge which the teacher is modelling (p. 145).

This view is supported by Rampton (2006) who notes that teachers may exert authority by controlling or reinforcing the use of a preferred speech genre, essentially engaging in a process of policing the language of the classroom (Lefstein, 2006) in order to maintain control and reinforce institutional authority.

Thus, the implications for the child are that participation in a classroom speech genre simultaneously serves to enculture the child into teacher-preferred ways of talking and affords him/her a means of self-production within classroom discoursal events (Kamberelis, 2001). As such, children's interactions might be understood as agentive (but somewhat restricted) acts within the classroom context as they choose to appropriate or not the teacher-preferred way of talking and the evaluative stance associated with this.

2.5   Language beyond the Curriculum

2.5.1 Language to Express Dual Orientation

Maybin (2006) explores this notion of evaluative stance with reference to how the pupils within her research classrooms used spoken language to enact dual orientation. In doing so they were able to both participate in curricular work and, for example, appropriate a phrase from popular culture or a song. She notes that when using spoken language in this way children

could agentively align themselves both to "school achievement with its associated genre and identities on the one hand, and also towards a parallel world of popular culture, with alternative models of identity, preferred relationships and authoritative knowledge on the other" (Maybin, 2006, p. 155). As such, schooled discourse was "interpenetrated by a more inwardly persuasive discourse of other parts of children's lives and experience, and their relationships and identities outside the curriculum" (p. 163). Through the mixing of the world of school and home through their talk these children were able to orientate themselves simultaneously to peer and adult evaluative frameworks, thus cementing interpersonal relations and expressing identity.

This dual orientation to both schooled discourses and popular culture or wider-world influenced is explored by a range of authors (Davies, 2003; Kamberelis, 2001; Rampton, 2006). All of these authors acknowledge the interpenetration of classroom language events with pupil appropriation of popular culture motifs which results in a fusing of "authoritative and internally persuasive discourses" (Kamberelis, 2001, p. 87) that facilitate enactments of identity for the pupils.

2.5.2 Language for Interpersonal Work

Whilst it is clear that power relations determine linguistic choices and how teachers and children may appropriate the language of classroom spoken genres as a means of resistance or stabilisation, the data collected within this research project also indicated patterns of linguistic variation which were often related to gender and interpersonal work. With reference to the work of Coates (1994), Davies (2003), Maybin (2006) and Rampton (2006) this section will consider key literature which sheds light on gendered patterns of linguistic variation within the classroom, and wider, context.

Drawing on the work of Sacks, Schegloff and Jefferson (1974), Coates (1994) proposes that turn-taking patterns in the talk of women friends evidence a "no gap, lots of overlap" (p. 77) structure. Describing such talk as that where overlaps are not uncommon and demonstrate a kind of

simultaneous talk which "does not threaten comprehension, but on the contrary permits a more multilayered development of topics" (p. 183), Coates recognises such overlaps not as interruptions but as co-constructive acts. She suggests that such co-constructed interaction can be identified by its use of semantic and syntactic devices shared across more than one speaker such that "speakers act as one voice" (p. 188). In such an interaction, the floor is shared between the speakers in the form of a conversational duet (Falk, 1980 cited in Coates, 1994). Coates distinguishes this co-constructive talk from other forms of overlap which might be regarded as interruption by encouraging the researcher to attend to a speaker's polarity which she explains as follows:

> Where two chunks of talk occur one after another or simultaneously, chunk B will be said to have positive polarity in relation to chunk A where chunk B agrees with, confirms, repeats or extends the propositions expressed in chunk A, or makes a point on the same topic that demonstrates shared attitudes or beliefs. Chunk B will be said to have negative polarity when it denies, disagrees with or ignores chunk A. Where next speaker's contribution to talk has positive polarity in relation to current speaker's, it will be seen as a co-operative move, whether or not it overlaps with current speaker's turn…and whether or not current speaker gets to complete their utterance. But when next speaker's contribution has negative polarity in relation to current speaker's, then it will be perceived as antagonistic, as an interruption (p. 185).

The inclusion of a gender focus within this section is limited, seeking not to overlook possible gendered interpretations of the episodes of recorded talk whilst recognising that such a focus is beyond the scope of this thesis and the stated research questions. Theorists such as Coates (1994), Davies (2003) and Rampton (2006) have written extensively about gender, and I was keen not to overlook the potential implications of their work for analysis of my own data (particularly the interactions of the Castle girls within the context of a single sex school). As such, whilst the literature below offered a useful reference point for analysis within Sections 6.3 and 6.5, these sections are also a small part of the overall analysis which primarily focussed upon teacher and pupil enactments of dialogic talk within dialogic teaching.

The gendered nature of co-constructive talk with reference to classroom discourse is expanded as follows. Determined to avoid a simplistic explanation suggestive of rigidity of gendered constructs and understanding that "the extent to which individuals lead gendered live is varied" (Davies, 2003, p. 118), Davies proposes that classroom discourse offers affordances for "expressions of gender" (p. 115). As Coates, Davies notes that in the girls' talk in her research classroom a "high level of grammatical concord…allowed pupils to jointly construct a text which passed seamlessly from speaker to speaker" (p. 122). She also notes that these girls were able to express solidarity and cement relationships through semantic and grammatical coherence which resulted in overlapping talk that did not demonstrate a sense of competition to speak but rather a verbal collage of shared experience. Conversely, the boys' talk in this classroom was more commonly used to police one another's behaviour and "establish the pecking order of masculinity" (p. 125), whilst simultaneously it appropriated emblems and macho motifs from the world outside of the classroom as a means of enabling the boys to distance themselves from one another and the curriculum content that was the focus of discussion.

For Rampton (2006), gendered enactments of classroom talk are understood within the context of his research in relation to boys' positioning of themselves with regard to curricular and general knowledge. Rampton notes that the boys in his research group tended to demonstrate an interest in and commitment to schooled knowledge but were less concerned to attend to the teacher-preferred ways of managing classroom discourse, thus combining "intellectual involvement with a lack of interactional deference" (p. 87). He describes how the boys regularly took it upon themselves to be information providers, both to the teacher and one another and how disciplinary and regulative talk seemed to be somewhat pluralised between each teacher and key male pupils.

For Maybin (2006) pupil ways of enacting discourse are less aligned with gendered behaviour and more accountable to friendship ties. For the children in the classrooms where she conducted her research, duetting

demonstrated peer affirmations and inside knowledge of the details of one another's lives. For these children, shared knowledge of topic and evaluative stance, combined with peers repeating or rephrasing one another's utterances, indicated how "the business of who has the right to tell what to whom is that the very heart of friendship" (p. 60). Maybin also notes that the researcher should be wary of assuming that all boys adopt a competitive role within classroom discourse, noting that it may well be the case that within a group of boys only one or two may be competing whilst the rest are collaborating. This view would be supported by Haworth (1999) who notes that whilst on the surface the overlapping talk of the boys in her research classroom might appear disputational, their commitment to establishing a collective perspective in order to pursue the goals of a curriculum task might instead be interpreted as dialogic in nature.

2.6 Conclusion

In this chapter I have reviewed research and theoretical perspectives relating to: dialogic talk in the classroom; identity enactment through talk; the relationship between language, social class and language variation; and interpersonal relationships within classroom talk.

The challenges of enacting dialogic talk in the classroom have been shown to be numerous, due in part to a lack of explication of theory into practice. The implications for classroom interaction of the relationship between who we are and how we act have been considered, and the notion of teachers' and children's interactive acts of agency as a means of expressing identity have been explored. A critical consideration of elaborated and restricted code and its implications for language variation in the classroom has been outlined Considered within the context of a late modern perspective which complexifies this issue, it is suggested that language variation might be understood as discourse – an agentive act, rather than deficit or difference (Rampton, 2006). Finally, the chapter has concluded that children's agentive acts within classroom discourse can enable them to adopt evaluative

stances which facilitate dual orientation to curriculum content, their wider lives and interpersonal relationships.

The literature related to dialogic talk (explored in Section 2.2.2) has enabled me to articulate a broad definition of the teacher/researcher dialogic interactions that were understood as a desirable outcome with respect to the first research question, 'Can a dialogic approach to teacher professional development facilitate teacher self-evaluation as a means of developing a more dialogic classroom?'. What is clear from the range of literature related to dialogic talk within dialogic teaching is that the process of "pragmatically grounding" a theory of dialogic teaching within the reality of the classroom is incomplete. As such, whilst Sections 2.2.4 to 2.2.6 provide an overview of literature for making sense of the extent to which the research classrooms became more dialogic (research question 1), there is no definitive account of dialogic characteristics that might enable me to formulate a clear descriptive framework for analysing changes in (dialogic) interactions within the context of teach/pupil talk. Sections 2.2.5 and 2.2.6 of this literature review have also provided a theoretical base for distinguishing dialogic talk in its broadest (Bakhtinian 1930s/1980) sense from a pragmatic model of dialogic talk within dialogic teaching (Lefstein, 2006).

With respect to research question 2 'What are the factors that inhibit/enable dialogic teaching in the Primary classroom and how might these be overcome/exploited within professional development dialogue to engender dialogic interactions in the classroom?', the factors which inhibit and enable dialogic talk within dialogic teaching have been explored within Section 2.2.6 and 2.2.7. Here, it is clear from the literature that strategic teacher action within dialogic talk is integral to its success in the classroom. Conversely, the challenges explored in Section 2.2.7 suggest that teacher values related to a commitment to principles of collectivism might serve to undermine the success of dialogic talk within dialogic teaching. Research question 2 will seek to uncover the teacher participant perspectives with respect to the inhibitors and enablers of dialogic talk in the classroom.

Section 2.3 explores the notion of socially situated identity and the ways in which social actors agentively appropriate cultural resources to undertake recognition work. More specifically Section 2.4 considers the way in which language used as a cultural resource within spoken genres might be appropriated or resisted by interactants; this appropriation or resistance might in turn serve to resist or stabilise the genre itself. The way in which children use language to undertake interpersonal work within the classroom context of doing dialogic talk is explored in Section 2.5. Thus children's acts of agency within dialogic talk become the focus of research question 3, 'How do children exercise agency through the ways in which they participate in classroom discourse, and what does such participation reveal about pupil alignment to the teacher-preferred Discourse (Gee, 2011) of dialogic teaching?' and the analysis undertaken in Chapter 6.

In Chapter 3, I provide a methodological background to the study, setting out the research approach and methods used in my field work, data collection, transcription and analysis and considering, as part of this, theories related to language in use – discourse.

Chapter 3. Methodology and Method

3.1   Introduction

This study sought to address the following research questions:

1. Can a dialogic approach to teacher professional development facilitate teacher self-evaluation as a means of developing a more dialogic classroom?

2. What are the factors that inhibit/enable dialogic teaching in the Primary classroom and how might these be overcome/exploited within professional development dialogue to engender dialogic interactions in the classroom?

3. How do children exercise agency through the ways in which they participate in classroom discourse, and what does such participation reveal about pupil alignment to the teacher-preferred Discourse (Gee, 2011) of dialogic teaching?

In this chapter I outline the methods used in collecting and analysing data to address the above research questions. I begin with a consideration of my rationale for choice of methodology with reference to researcher ontology and epistemology before siting this co-constructed teacher/researcher inquiry within the research field of ethnography. I follow this with an explanation of sample selection and exploration of ethical issues, how these were anticipated and how the teachers and I conducted the research to ensure that an ethical stance was prioritised throughout. I then consider my rationale for adopting co-constructed teacher/researcher inquiry, explaining how I sought to minimise power relations within this context and how I designed data collection and first stage analysis.   Next, I consider the rationale for each of the data collection methods adopted, exploring how each was implemented, considering their affordances and limitations and explaining how data was analysed.

My journey as a researcher through the second and third stages of analysis and interpretation of data is considered in detail in the next chapter.

3.2   Choice of Methodology

My choice of methodology was initially selected in response to the first two research questions. I began the research design with a hypothesis that dialogic talk could be engendered in the research classrooms through the vehicle of professional dialogic discussion around teachers' own practice. As such, I hypothesised that the participant teachers could develop competence in leading dialogic discussion with their pupils by videoing, transcribing and analysing their teaching, setting next steps for progress within the context of a co-constructed teacher/researcher inquiry model. As researcher, I hypothesised that I might act as a facilitator of this developing competence through engaging with each teacher in dialogic discussion during the first stage of data analysis and target setting. Furthermore, I hypothesised that our dialogic discussion would help us to reveal the inhibitors to and enablers of dialogic teaching in each of the classrooms so that, through target setting and action planning, these might be overcome or exploited. As such, I anticipated that discourse analysis (focussed upon the linguistic characteristics of dialogic talk) and analysis of teacher interviews (pre and post-field work) and teacher audio-journals (ongoing throughout the field work) would shed light on the first two research questions. Essentially, I had initially anticipated that these methods would help to prove or disprove my hypothesis (research question 1) and shed light on factors impacting on dialogic talk in the classroom (research question 2). In light of this, I had opted to research only alongside the teachers and not their pupils.

In light of further reading post field work and during second stage analysis, I became aware that my research was seeking to impose a construct (dialogic talk) upon a data set that was clearly much richer in terms of the teacher-pupil and pupil-pupil interactions. It seemed to me that whilst there were linguistic patterns in the ways in which the participants in each classroom

were responding to the teachers' drive for dialogic talk, the children were also undertaking interpersonal and identity work through their interactions.

At this point, I therefore decided to temporarily set aside my hypothesis in order to respond to my data and seek out patterns through adopting an ethnographic perspective (Bloome and Green, 2004; Green and Dixon, 2003 – explored below) to the linguistic analysis. In doing so, I hoped to move from judging the value of the dialogic research approach to offering an insight into the ways in which some of the participant children responded to the teacher's drive for dialogic talk in each of the research classrooms. Thus, post field work, I decided to introduce the third research question.

This shift in methodology, from linguistic analysis of the dialogic characteristics of the talk (supported by interview and audio-journal data) to linguistic analysis enriched by ethnographic insights was fundamental to the direction of the research project and its findings and also represented a shift in my understanding of the analysis of classroom interactions. However, it was not without complications and, as such, is explored in detail in the next chapter.

I will, therefore, focus on the describing the conduct of the research in this chapter.

3.3 Epistemological and Ontological Assumptions

Cohen and Manion (1996) note that research design and conduct will be influenced by what the researcher believes about reality (their ontological assumptions). If the researcher believes that reality is external to the individual, something that can be separated from consciousness, then (s)he will assume a realist ontology. In adopting this positivist approach to research (s)he assumes that truths that are evident, ready to be found in the world around. If, however, the researcher believes that reality is open to interpretation, negotiated between individuals within the context of human interaction, not fixed but a "product of the individual's consciousness"

(Cohen and Manion, 1996, p. 6), then (s)he will assume an interpretivist ontology.

The researcher's ontology, in turn, informs their epistemological assumptions – what (s)he believes about knowledge (Greenbank, 2003). If knowledge is understood as determined, objective and measurable, then the researcher will adopt research methods that enable 'truths' to be presented (Greig & Taylor, 1999). However, if the researcher regards knowledge as more subjective, negotiated through interaction and variable according to context, then (s)he will adopt methods that align more closely with this understanding – an interpretivist epistemology. Cohen and Manion (1996) remind the researcher that "how one aligns oneself in this particular debate profoundly affects how one will go about uncovering knowledge of social behaviour" (p. 6).

As a piece of co-constructed teacher/researcher inquiry which sought to consciously examine the developing skills of the research participants through exploring the teachers' understanding and interpretation of videoed lessons, my research assumed an interpretivist approach. Furthermore through adopting interviews and teacher reflective audio-journals as methods for data collection, I sought to give voice to the teachers' differing perspectives on the factors that inhibited or enabled dialogic talk within these classrooms. However, the shift from linguistic analysis (using a fixed construct of dialogic talk) to the adoption of an ethnographic perspective, in response to question 3, demonstrated a deepening of commitment to this interpretivist stance.

3.4   Defining Ethnography

In defining ethnography, Silverman (2010) reminds us of its etymology – 'ethno' meaning folk and 'graph' writing; ethnographers conduct "social scientific writing about particular folks" (p. 434). Goldbart and Hustler (2005) expand this definition, explaining ethnography as a process that explores people as meaning makers. Within this project the particular 'folks' engaged in the research were Primary teachers and children endeavouring to develop

their skills as participants in dialogic talk and, through adopting an ethnographic perspective, I sought to shed light on the different ways in which they interpreted and made sense of this activity within the classroom.

3.5 Linguistics within Ethnography

However, my research was sited within the field of linguistics. As a researcher with 15 years experience of observing and participating in talk in Primary classrooms, I sought to "get analytic distance on realities" that I had "lived for a long time" (Rampton et al, 2004, p. 7) through careful analysis of the spoken language of the research classrooms.

Within the context of linguistics, researchers have further sought to define their field. Whilst pure linguists "treat language as an autonomous system (separating it from the contexts in which it is used)" (Rampton et al, 2004, p. 2), sociolinguists are concerned to explore the relationship between language and culture. To further discriminate, linguistic ethnographers such as Creese (2005), Maybin (2006) and Rampton (2006) adopt an emic perspective, combining analysis of spoken language with rich ethnographic data to illuminate telling rather than typical cases (Mitchell, 1984). As Rampton et al (2004) note, combining linguistic analysis (which seeks make the familiar strange) with an ethnographic approach (which seeks to undermine "claims to comprehensive description" of the research site) prioritises "a concern with agency" (p. 8) in order to describe how individuals enact discourse within situated practice.

As such, linguistic ethnography focuses on the detail of interactions within a given context (situated practice) in order to understand the ways in which participants occupy positions of authority or subordination and, through interaction, reproduce or contest established ways of being and identities. For Rampton (2006), linguistic ethnography helps the researcher to shed light on the "intricate process of imposition, collusion and struggle in which people invoke, avoid or reconfigure the cultural and symbolic capital attendant on identities with different degrees of purchase and accessibility in particular situations" (p. 24).

3.6   Adopting an Ethnographic Perspective

My first and second research questions had initiated a "preset definition" (Green and Dixon, 2003 p. 211) of talk in the classroom – an etic construct to be tested.   I had begun the research by asking "what can linguistic analysis contribute to issues already identified by other social researchers?" (Rampton et al, 2004 p. 15).   As a result, during field work, I did not engage in the situated "lurking and soaking" (Werner and Shoepfler, 1989 in Roberts, 2005 p.130) required to collect the richness of data that is integral to ethnography.   Ethnography adopts an emic perspective and entails a "broad, in-depth, and long-term study of a social or cultural group" (Bloome and Green, 2004 p. 183).   This in-depth study "seeks to 'uncover' the principles of practice that guide members' actions within" (Green and Dixon, 2003 p. 206).   Bloome and Green (2004) distinguish doing ethnography from adopting an ethnographic perspective which, they suggest, seeks to study the "particular aspects of everyday life and cultural practices of a social group" but adopts a more focussed approach than a comprehensive ethnography.   Whilst not being linguistic ethnography, my research did adopt an ethnographic perspective following the introduction of question 3.

In her book exploring the linguistic ethnography she undertook in middle school classrooms, Maybin (2006) defines her work as ethnography through reference to in-depth field work which enabled her to establish an "ethnographically informed lens" (p. 13) through which to read and interpret the children's spoken language.   I had not spent time in my research classrooms during lessons.   However, Rampton (2006) reminds his reader that, whilst linguistic ethnography assumes as much participant observation as possible, the process of extensive listening undertaken in the analysis of the visual and verbal data enriches the researcher's understanding of interactions within the context of study so that "this extensive listening can itself be regarded as a process of 'mediated', repeated and repeatable ethnographic observation" (p. 31).   I had undertaken extensive listening and repeated analysis of the video extracts; this was what had led me to understand the importance of ethnographic insights for analysis of the

videoed talk. So, whilst enriched by extensive listening, my research did not entail activity that might be regarded as linguistic ethnography for a number of reasons.

- My research was initially committed to developing the teachers as reflective participants in a research project aiming to develop classroom interactional skills. It was a co-constructed teacher/researcher inquiry that aimed to bring "the world of research and the world of practice closer together", to "mediate between these two cultures, in order to construct knowledge leading to informed practice" (Savoie-Zajc and Descamps-Bednarz, 2007, p. 578). As such, it served "a two-fold purpose, corresponding to the needs of research (production of new knowledge)… and the professional development of teachers" (p. 579). In contrast to linguistic ethnography, the research did not seek to simply to observe "language in use" (Rogers, 2005, p. 5) but to better understand changes in the teachers' and pupils' interactional practices as a result of the intervention.

- The dialogic rationale for the research sought to co-construct knowledge related to dialogic teaching through the shared experiences and reflections of the researcher and teachers. Whilst linguistic ethnography would have offered detailed analysis of naturalistic insights into the research classrooms and the participants' experiences of dialogic talk, it would not have offered the professional development opportunities which for me were part of my ethical responsibility - to 'give something back' (Pink, 2007).

- Linguistic ethnography implies participant or non-participant observation, where the researcher becomes both insider and outsider in a given culture, immersed in its day-to-day life in order to better understand how language is used within a given context (Cameron, 2001). The inevitable time constraints of undertaking part-time doctoral research alongside full-time employment did not afford the opportunity to be immersed in the day-to-day life of the classrooms that were the subject of scrutiny.

Thus, Bloome and Green's (2004) distinction between doing ethnography and adopting an ethnographic perspective which involves taking a "more focused approach…to study particular aspects of everyday life and cultural practices of a social group" (p. 183), provides a helpful distinction when siting my research. However, I recognise that, because of my commitment to developing teacher skills and independence and lack of researcher immersion in the classrooms being studied, my data is, in places, incomplete, lacking the "laminated lens" (Maybin, 2006, p. 13) of accumulated experiences of school that would have further enriched interpretation of the data collected.

3.7   Selection and Recruitment of Participants

My choice of settings was determined by the schools in which the participant teachers had taken up their first year of employment. Selection of the participant teachers took the form of purposive and convenience sampling (Cohen et al, 2008). The sample was purposive in the sense that I invited final year students from my university's BA (Primary Education and Teaching) course to approach me if they were interested in participating in my research during their first year of teaching. In this sense the purposive nature of the sample was that I was seeking only students from my university and only those that were about to embark on their NQT year. The sample was a convenience sample in the sense that I recruited the first three willing students who sought to participate. Whilst it was not planned, these were all students I knew well, having taught them on numerous occasions throughout their course; I had been English tutor to all of these students and Academic Advisor to two of them. The schools that these teachers began teaching in from September 2010 are referred to as Gowling School (teacher Natalie), Castle School (teacher Val) and St Bede's School (teacher Deborah). A description of each of the settings is included in Appendix B.

Having selected these newly qualified teachers, their official consent to participate was sought (see Appendix C) and approval was also sought from their head teachers for them to participate in the research project (see

Appendix D) and the pupils in their classes were identified as potential participants. In the first term of the school year, letters were sent to all pupils and their parents to invite participation in the project (see Appendix E) and those who returned letters consenting to participation were included in the research sample for the remainder of the project. I also visited each school to discuss the project with the pupils and, following this meeting, the teachers shared the pupil information sheet with their classes/groups (see Appendix F), reminding the pupils of their right not to participate in the research or in any of the individual recordings.   Non-participation of individual pupils in particular videoed episodes is considered below.

3.8   Ethical Issues in Recruitment of Participants

Recruitment of participants who are NQTs requires considerable sensitivity. As a researcher and former head teacher, I was fascinated by the possibility of researching with NQTs in such an intensive and pedagogy-focussed way but acutely aware that I did not want participation in the project to overwhelm them during what was to be an already busy first year in teaching. I took seriously my ethical responsibilities for their welfare and the integrity of my acts (Rudduck, 1995), meeting with each of their head teachers to clarify that, should the teachers find the demands of the research overwhelming, they were to be encouraged to withdraw. The teachers were also reminded of this each time we met but were all keen to participate for the full period of the research.

With respect to access and informed consent, I met with each of the head teachers and teachers to talk through the aims of the research project and the timetable of data collection. During these meetings I was careful to ensure that all pertinent aspects of what was to occur were made clear (Heath, Hindmarsh and Luff, 2010), including the way in which confidentiality and anonymity for the children, teachers and settings would be ensured.

Gaining consent for participation from pupils and their parents requires equal sensitivity. I was very aware that ensuring that pupils and parents felt sufficiently informed to be able to consent to videoing of children in lessons

was going to be a time-consuming process (Heath, Hindmarsh and Luff, 2010) and that the ethical requirements for recording in institutions were likely to be formal, taking a long time to negotiate (Cameron, 2001). As such, the meeting with each head teacher included discussion of a letter of consent to be sent to parents and pupils. Parents and pupils were reminded that anonymity was to be ensured through the use of pseudonyms for all participants and settings. Prior to this letter being sent, I met with each class of children to: explain the purpose and conduct of project; show them the video equipment; and answer any questions they had about the research. I was careful to stress to the pupils that they were under no obligation to be videoed and that any pupils not being videoed would participate in all lessons alongside their peers but would be out of the frame of the video camera.

All participants were reminded of their right to withdraw from the project at any point. In Castle School (the smallest class with only 13 pupils), the pupils assumed this right at different times and so group sizes for videoing were small in comparison with the other two schools. In St Bede's and Gowling Schools no children opted to withdraw once they had given their consent. A profile of the teachers in each of the participating schools is included in Appendix A. A profile of participant children is also included here.

The process of approval of the Sheffield University Research Ethics Application (see Appendix G), recruitment of participants and gaining of consent took four months; all teachers were ready to commence video data collection in January 2011.

3.9   Field Work and Data Collection: teacher inquiry

3.9.1 Co-constructed teacher/researcher inquiry: defining the approach

For me teacher collaboration in video transcription and analysis was a fundamental principle from the inception of this research. Seeking to adopt a

stance which was concerned to do research "'with' rather than 'on' practitioners" (Savoie-Zajc and Descamps-Bednarz, 2007, p. 578), a co-constructed teacher/researcher inquiry model was integral to my beliefs about the purpose of classroom research. Cochran-Smith and Lytle (1993) define teacher research or inquiry as "systematic, intentional inquiry by teachers about their own school and classroom work" (p. 24). As an early researcher committed to the empowerment of pupil voice through dialogic talk (an assumption I carried into the research design that was later to be challenged), the empowerment of the teacher participants through collaborative first stage analysis seemed also right and natural. At the research design stage, I embraced the potential of teacher inquiry to both foster teacher empowerment and draw out a relationship between theory and practice (Reid and O'Donoghue, 2004). As O'Connell Rust (2009) notes:

> For many teachers, teacher research offers the possibility of border crossing – of bridging the gap between academic research and knowledge derived from practice… Teacher research speaks to teachers with an authenticity that many teachers find absent from research on or about teachers because in teacher research, teachers recognise themselves and their settings (p. 1886).

Furthermore, I regarded teacher inquiry, with its potential for teacher professional development, as an ethical imperative; Well's (2009) reflections upon collaborative action research have resonance with my beliefs about teacher/researcher inquiry:

> If the purpose of such research is to lead to improvements in the quality of educational experiences, should not those who agree to be studied receive some benefit from their participation? ... Indeed, should not benefiting the participants ideally be built into the overall design as one of the aims of the research? (p. 51).

The benefit to the participant teachers was built into my first research question which sought to find out if the NQT participants could be supported through discussion about practice to promote effective dialogic talk in their classrooms.

Thus, co-constructed teacher/researcher inquiry would, I anticipated, benefit both me as the researcher and the participants. Working alongside the teachers in transcription and analysis I hoped to scaffold their developing thinking through our dialogic discussion whilst simultaneously gaining insight into the ways in which pedagogical dialogic talk theory was interpreted and enacted in their classroom practice.

Whilst not action research, the teachers and I adopted a cyclical evaluative model of the type advocated by McNiff and Whitehead (2002) and Gravett (2004) as follows:

1. Review current practice.
2. Identify an aspect to be improved.
3. Imagine a way forward in this.
4. Try it out.
5. Monitor and reflect on what happens.
6. Modify the plan in light of what has been found, what has happened and continue.
7. Evaluate the modified action.
8. Continue until you are satisfied with that aspect of your work (repeat the cycle).

As the lead researcher, I identified the aspect to be improved and promoted a model of co-constructed teacher/researcher inquiry within which the teachers and children became consenting and active participants. The teachers and I worked together to transcribe episodes of talk during the first stage of analysis and to reflect upon their success in terms of the dialogic characteristics they evidenced before agreeing next steps for classroom action (for example see Appendix H). The process of evaluation (stage 7) and action planning (stages 2 and 3) were repeated three times with each teacher. However, the work with the teachers was not bound by linear progression through the 8 stages as they were continually reflecting upon and adjusting their practice; and so the research inevitably progressed as "dialectical interplay between practice, reflection and learning" (McNiff & Whitehead, 2002, p. 13).

3.9.2 Co-constructed teacher/researcher inquiry: negotiating responsibilities

The process of negotiating roles and responsibilities within a co-constructed teacher/researcher inquiry can prove more challenging than might at first appear. Somekh (1994) notes that collaboration between teachers and educational researchers can raise concerns related to "inhabiting each other's castles" (p. 357). She suggests that whilst researcher and researched may assume common understanding because of their shared interest in education, each brings to the research their own prior knowledge, values and beliefs. Thus, for a co-constructed teacher/researcher inquiry, the challenge becomes not one of simply identifying the problem and implementing an agreed action but creating a negotiated understanding of the "multiple realities" (p. 358) of the researcher and research participants. Furthermore, the power relations embedded within such research may lead the participant teachers to assume that the researcher will act as expert telling them what to do, thus negating participant responsibility for personal commitment to the research aims (Gravett, 2004; Somekh, 1995). These challenges can be compounded when a rationale for participation on the part of the teachers is the desire to receive some sort of training from the 'expert' researcher so that the research entails a "teaching as well as research component" (Somekh, 1995, p. 359); this was the case for my research.

Whilst Somekh (1995) adopted strategies in her research to undermine the potential impact of power relations such as encouraging the participants to design their own questions and write up their own research, I was in no position to do this as a part-time researcher, full-time lecturer and doctoral student. Furthermore, such a demand would have been unreasonable of the participant teachers who were newly qualified and in their first year of teaching.

As such, I: directed the research questions and conduct of the research; provided the initial training; undertook second and third stages of analysis separately from the teachers; and wrote up the research independently of the teachers. In light of this it is clear that whilst the teachers were very

much part of the data collection (choosing which lessons to video) and first stage transcription and analysis (choosing which extracts to transcribe and leading reflective analysis throughout the period of field work), there were aspects of the research which did not fully adhere to the teacher inquiry model promoted by writers such as Cochran-Smith and Lytle (1993) and O'Connell Rust (2009). However, I implemented the following as a means to promoting more equal power relations and ensuring that teacher interpretations of the data were forefronted during first stage analysis:

- Initial interviews were undertaken prior to the period of data collection and were of a semi-structured natured. The teachers were encouraged to talk at length about their beliefs and understanding, and I intervened only to probe for further detail. Final interviews were conducted in the same manner (See Section 3.11).

- Training related to the key principles of dialogic teaching, including the use of pupil 'build-on' phrases (See Appendix I), was undertaken in a single session prior to the period of data collection. It was agreed between me and the teachers that this was the only occasion where I would assume a position of 'knowledge giver' and that all subsequent conversations would strive to assume the dialogic principles that were the focus of the research itself.

- The teachers selected the episodes of talk that were to be used for shared analysis and included in the final data set. Each teacher decided where, within her planned curriculum, opportunities for dialogic talk might be exploited. Where appropriate, these lessons/extract of lessons were videoed and reviewed by the teacher, independently of the researcher. The intention was for each teacher to record fortnightly; however, the pattern of recording was much less regular, with recordings sometimes happening twice in a week and sometimes (due to illness/holidays) not for a month. Drawing from this wider set, each teacher selected three episodes which she understood to best evidence characteristics of dialogic talk within dialogic teaching; this was based initially upon the characteristics

discussed in the training (see above) and latterly upon the indicators of dialogic teaching outlined in Appendix L.

- Transcriptions were completed together.

- Initial analysis of transcripts was completed through dialogic discussion, led by the teacher; my interventions assumed a questioning stance, scaffolding the teachers by directing them to a particular extract of the transcript or asking them to explain a point of analysis.

- Action planning was completed through teacher reflection (which was recorded). As previously, I intervened only to clarify a point made or refer the teacher to reflect upon possible future actions in light of a point identified in the analysis; I endeavoured not to 'tell' but rather to provide a conduit for focused reflection. I then summarised each teacher's next steps in a brief action plan which was emailed to her. I was careful not to amend these action plans to represent any views that had not been discussed and jointly agreed.

- Ultimately, the nature of the research, which sought to promote dialogic talk in the classroom through dialogic discussion outside of the classroom, adhered to the notion of "maximum reciprocity" (Robertson, 2000, p. 311) which was agreed as a key principle when the teachers were invited to take part in the research. The assumption that a reciprocal relationship between researcher and researched would embody "give-and-take, a mutual negotiation of meaning and power" (p. 311) was reinforced through stated reminders and enacted behaviours at each meeting.

Whilst Gee (2011) would remind his reader that power relations can never be truly undermined because "language is always 'political'" (p. 7) (a point I will return to later in this chapter), the above actions sought to minimise the impact of power relations upon the research participants.

3.10 Video Data Collection: collecting video data

The teachers within this research project used video on a regular basis throughout the data collection period to record episodes of teaching which aimed to utilise dialogic talk. Each teacher reviewed their videos and selected three short extracts (across the data collection period) for teacher/researcher shared transcription and first stage analysis. A timetable of data collected can be found in Appendix J. The affordances and limitations of this method are considered below.

Spoken language is evanescent, formed by sound waves in the air which begin to fade as soon as they are produced (Cameron, 2001). For the researcher, video recording affords the means of capturing a permanent record of this data which can then be transcribed in order to be systematically analysed (Bloome at al, 2010; Cameron, 2001; Rampton, 2006).

For this research project, the aim was to collect and make sense of interactional data which might shed light on enactment of dialogic talk in the classroom. Recognising that interactional behaviour might be understood as a social semiotic (a sharing of ideas through denotations and connotations which are presented both verbally and visually) (Kress and van Leeuwen, 2006), I was keen to understand how both verbal and non-verbal behaviour could shed light on the interactional process when doing dialogic talk. Whilst the scope and focus of this research did not demand detailed analysis of visual data, video ensured that I did not fall foul of Chaplin's criticism that "sociologists behave as if they were sightless" (Chaplin in Prosser, 1998, p. 100).

Pink (2007: 21) reminds us that "images inspire conversations" and create a bridge between the researcher and participants' different experiences of reality. Within this research, the shared transcription and analysis of videoed episodes of classroom talk (which were played and replayed as part of the transcription process) provided an opportunity to review and begin to jointly

interpret "the multimodal dynamism of classroom interaction" (Flewitt, 2006, p. 29).

Whilst video enabled us to capture a moment and replay it with images that inspired recollection of detail, these words and images did not hold a mirror to reality. Meaning within interaction is never stable, even contextually analysed (Bloome et al, 2010); however, joint review, transcription and analysis did enable the teachers and I to generate an "inherently partial - committed and incomplete" interpretation of the interactional data (Clifford and Marcus, 1986, p. 7). In doing so, we were able to create a shared understanding of the extent to which these teacher-pupil interactions were dialogic. Whilst the shared process offered an insight into the ways in which the teachers and pupils had enacted dialogic talk in these classrooms, the teachers and I were aware that our shared interpretations offered only a "partial truth" (Harper, 1998, p. 30), one of many possible "multiple versions of the truth" (Denzin, 1997, p. xv). This creates challenges of validity and reliability which are explored below.

3.10.1   Validity within Video

The images and oral recordings within the video data could not be attributed the validity of representing truth, since "any experience, action, artefact, image or idea is never definitely just one thing but may be redefined differently in different situations, by different individuals in terms of different discourses" (Pink, 2007, p. 23). However, they did provide "concrete reflections of what is visible within the scope and lens of the frame" (Collier, 2001, p. 35). This capturing of the moment (to be replayed and reviewed) was then enriched with each teacher's insider insights and correlation of both visual and verbal data was sought through the application of linguistic analysis (see below). Post field work I came to understand that, in seeking out a rich and rigorous interpretation of the video data, I would need to understand the process of analysis as crystallisation (Richardson and St. Pierre, 2005) rather than one of seeking triangulation. This insight became significant for the research and so is considered in detail in the next chapter.

Issues of reliability with respect to video data capture also merit consideration, since it is sometimes suggested that the presence of a recording device "renders problematic the normalcy, naturalness and authenticity of the data collected" (Speer and Hutchby 2003, p. 353). Whilst such effects may be deemed to lead to potentially unreliable results as the participants assume the research-desirable characteristics, Speer and Hutchby note that "this issue of reactivity is often exaggerated" (p. 353). Furthermore, as a co-constructed teacher/researcher inquiry, the focus of the episodes of teaching was to strive to attain a more dialogic classroom, and so participant reactivity was less of a concern. What was revealed, however, through the presence of the video was naturalistic interactional data that offered insights into the potential inhibitors and enablers of dialogic talk.

3.11 Field Work and Data Collection: interviews

Interviews were integral to this research as they sought to shed light on the participant teachers' beliefs and values about classroom talk and dialogic talk in particular. Furthermore, interviews provided a method which enabled me to gain an understanding of each teacher's beliefs about the inhibitors and enablers of dialogic talk and how these could be overcome or exploited. Finally, the interviews provided a context within which the teachers could reflect upon the success of the intervention in developing their skills in leading dialogic talk.

I undertook pre and post-project semi-structured interviews with the teachers (see Appendix K). These were recorded and transcribed. They were chosen to be semi-structured in order to focus the teachers' reflections specifically upon the research questions whilst simultaneously affording me opportunities to probe responses (Burton et al, 2008) and thus enrich the data and my understanding of the key factors outlined above. I was aware that these would be time consuming to undertake and transcribe (Coles & McGrath, 2009) but wanted to gain an in-depth understanding of the teachers' perspectives with regard to the first two research questions.

With regard to the validity of this method, Cicourel (in Cohen et al, 2007) notes of interviews that they will have five key characteristics:

- There are many factors which will inevitably differ from one interview to another e.g. trust or social distance between interviewer and interviewee.

- The respondent may well use avoidance tactics if the questions are too probing.

- Both interviewer and interviewee will inevitably hold back part of what is within their power to state.

- Meanings that may be clear to one may well be opaque to another, even where the intention between interviewer and interviewee is good communication.

- It is impossible to control every aspect of the interview encounter.

The solution suggested is that rather than seeking to control the interviews in such a way that they are the same, the researcher should "have as explicit a theory as possible to take the various factors into account" (Kirkwood, 1977, cited in Cohen et al, 2007, p. 350). Thus, the semi-structured nature of the interviews sought to ensure that all teachers were invited to comment upon the same aspects of the research project whilst simultaneously opening up their multiple perspectives and shedding light on the different ways in which they had interpreted and sought to enact dialogic talk within their classrooms. Recognising that interviewers are not "invisible, neutral entities" but instead "part of the interaction they seek to study" (Fontana and Frey, 2005, p. 716), I sought to minimise my influence within the interview by only asking the initial questions, prompting and probing as necessary and encouraging sustained responses through positive non-verbal communication and back channelling. However, as noted previously, I was well aware of the power implications (Fontana and Frey, 2005) for the teachers of being interviewed by their former lecturer and partner in shared teacher inquiry.

To facilitate analysis, the transcribed interviews were coded in order to draw out key themes in relation to the questions asked and the overall research questions. Bryman (2004) describes the challenge for any researcher trying to make sense of interview data as one of "trying to find a path through the thicket of prose" (Bryman, 2004, p. 399). For me, this process began with a careful reading of the interview transcripts, taking care in the first instance to "resist the urge to write in the margins, underline or take notes" (Corbin and Strauss, 2008, p. 163). I was interested both in recurrent themes in the teachers' perceptions of the inhibitors and enablers of dialogic talk (research question 2) and in their individual perceptions of the impact of the project in their classrooms (research question 1). Addressing the second research question, I next explored the data with reference to frequently occurring words or phrases (Bryman, 2004). I grouped these key phrases into umbrella concepts (Bryman, 2004; Silverman, 2010) and, in order to draw out "connections between concepts and categories" (p. 409) I finally analysed "how they relate to existing literature" (p. 409), by referring back to theories of classroom interaction explored in the literature review.

At the start of the project I had intended to undertake pre and post-project interviews with the NQTs' mentors. However, one mentor found it difficult to arrange time for an initial interview and another for a final interview. Having reviewed the first two initial interviews, I became aware that the mentors were less knowledgeable about dialogic talk than the NQTs and so decided that these interviews would not yield data that would be sufficiently focused to enrich the NQTs' perspectives. As such, I decided not to make use of mentor interview data within the research. This lack of professional knowledge is a point I return to in the concluding chapter.

3.12 Defining the Scope of the Interactional Data

To analyse and interpret the video data of the classroom teaching episodes I adopted discourse analysis as a methodological approach in the second and third stages of analysis. Gee (2006) and Cameron (2001) define discourse simply as language in use; thus discourse analysis may be understood as

the analysis of language in use. In the case of this research, discourse was the language used by the participant teachers and children as they negotiated the landscape of dialogic talk.

Within this research, discourse was understood to be socially situated – a means of performing social action (Cohen et al, 2008). Within the second stage of analysis I was, therefore, interested to first describe and then analyse patterns in linguistic form and function in order to make sense of the way in which the interactants were responding to the teacher's drive for dialogic talk. Form is understood as the grammar, morphology, semantics, syntax and pragmatics of speech, whilst function is understood to be how people use language in different situations to achieve given outcomes (Rogers, 2005).

Alongside linguistic information, speakers make use of contextualisation cues such as prosody and kinesics (Bloome et al, 2010). Prosodic cues provide insights into speaker intent. "Speakers use prosodic cues such as variations in pitch, volume, pace and rhythm, together with non-verbal cues like laughter, to convey a particular kind of voice and its evaluation" (Maybin, 2006, p. 78).

These prosodic cues, accompanied by kinesic cues (actions, gestures, facial expressions, gaze and deictic references) and attention to how teachers' and children's voices overlapped all came to play a part in laying the foundations for the discourse analysis within this research.

3.12.1   First Stage In-school Transcription and Analysis

The first stage of discourse analysis was undertaken during each of three researcher visits to the schools. During these visits I worked with each teacher to roughly transcribe a short extract of the videoed talk (chosen by the teacher). Cameron (2001, p. 31) reminds the researcher of the evanescent nature of speech which, without a transcript, is impossible to analyse systematically. On each occasion the teacher and I worked through the transcript looking for examples of dialogic acts initially in accordance with

Alexander's five principles (2003) of dialogic talk and other characteristics as discussed in the initial training (See Appendix I). At this stage, due to constraints of time, relevant prosodic and paralinguistic information was often commented upon but not transcribed. Thus during this first stage of analysis, whilst specific pertinent utterances were closely scrutinised in discussion, no formal coding took place.

I was both surprised and pleased by the impact of this simple first stage analysis on the teachers, who all commented on the value of undertaking a close analysis of their linguistic choices and how transcription raised their awareness of these (see Chapter 5).

Within this first stage analysis, my intention had been that the teachers and I use Alexander's 5 principles of dialogic teaching as criteria against which to make judgements about the extent to which each episode of recorded talk could be described as more or less dialogic. However, the insufficiency of these principles as descriptors for analysis became clear after analysing the second transcript with the Gowling teacher; and so for the third round of in-school analysis, we adopted a framework for describing and analysing the videoed talk (see Appendix L) based upon the findings of Alexander's (2003) Talk for Learning project. The rationale for this change in approach is explored in detail in the next chapter.   We also looked for examples of: the teacher withholding evaluations (Nystrand et al, 2001) to encourage children to offer elaborated responses and avoid "prematurely telegraphing" claims to knowledge (Michaels et al, 2008, p. 6); and pupil uptakes in the form of pupil-to-pupil questions.

This new framework was adopted by all three teachers and used as part of the final video analysis and interview as indicators of progress against which they judged their 'success' in promoting dialogic talk in their classrooms. I naively assumed, at the end of this first stage of analysis, that two of the classrooms (Gowling and Castle) were now more dialogic, due in part to the intervention, whilst the third class group (St Bede's) still seemed to be struggling with adopting dialogic talk behaviours because the intervention

had been unsuccessful or poorly implemented. This assumption was to be challenged in the final stage of analysis, a point that is explored in detail in the next chapter.

3.13 Second Stage Transcription & Analysis of the Videoed Episodes

In the second stage of analysis (during, but mostly post field work), I returned to each of the rough transcripts and transcribed these in greater detail. Mindful of the fact that I was a researcher interested in dialogic talk and not a linguist, I was aware that I wanted to make use of discourse analysis as a research method for investigating social phenomena rather than as an end in itself (Cameron, 2001) and so needed to decide what to transcribe and what to leave out. Equally, I was aware that the move from outline to detailed transcript was not merely a technical step but part of the analytic process itself (Skukauskaite, 2012). As Lapadat and Lindsay (1999) note when encouraging researchers to transcribe their own data:

> Analysis takes place and understandings are derived through the process of constructing a transcript by listening and re-listening, viewing and re-viewing. We think that transcription facilitates the close attention and the interpretive thinking that is needed to make sense of the data (p. 82).

Understanding that "there is no virtue in transcribing in great detail features you will never examine again" and that when transcribing "there is a trade-off between accuracy and detail on one hand, and clarity and readability on the other" (p. 39), the challenge for me was to decide what to include in my detailed transcriptions.

Recognising that transcription and analysis of interactional data is an iterative and occasionally intuitive process, I began by watching the video extracts, avoiding the temptation to transcribe in detail (Gee, 2011) but instead immersing myself in the data in order to get a sense of recurrent interactional behaviours. Next, being interested in understanding interactional behaviour within the context of dialogic talk, I decided to

transcribe in detail all the videoed episodes discussed with each teacher, supplementing these extracts with transcripts of preceding or succeeding interactions where these seemed integral to the focus episode. I transcribed utterances and significant pauses as spoken, noting in false starts and overlaps. Aware from first stage analysis that in some of the episodes the teachers and children seemed to be adopting elaborated code at times, I understood that the syntactical organisation of utterances and false starts might indicate children's appropriation of 'schooled language' (Bernstein, 1971) and that this could be significant in light of the research questions. I transcribed prosodic and extralinguistic information only where I deemed this relevant. A copy of transcript conventions is included in Appendix M.

During the first stage analysis, a number of grammatical patterns had been revealed in the way the teachers asked questions and the way in which they responded to pupil replies. The use of pivot moves and low control moves to increase the prospectiveness of pupil replies (Sharpe, 2008) and subsequent potential for dialogism had been discussed with all of the teachers (although these terms had not been used). Furthermore, the teachers' encouragement of pupils to use the 'build on phrases' to signal cumulation (first discussed during the initial training – see Appendix I) had also resulted in patterns in the ways in which children signalled grammatical and thematic cohesion in these classrooms. Thus, I began this second stage of analysis by coding each transcript with respect to grammatical form. (e.g. questions, anaphoric references, conjunctive adjuncts and declaratives). I then loosely assigned functions to each interactional unit (e.g. use of anaphoric references to signal cumulation). I was particularly interested, at this stage, in those linguistic patterns (syntactic and semantic) that appeared to indicate attempts at dialogic talk. Gee (2011: 28) notes that when analysing form "the matter is settled by appeal to theories of grammar". As such, whilst I did not draw strictly upon any one particular method of linguistic description, I found that Halliday's systematic functional linguistics (Halliday, 1985) and Eggins and Slade's (1997) linguistic descriptors provided me with the metalanguage to describe linguistic form within the transcripts.

Next, recognising that the teacher and pupil *turns* demonstrated regularity (i.e. teacher turns often evidenced, for example, steering questions and pupil turns often evidenced demonstrations of knowledge or displays of reasoning), I coded each turn according to its main function. At this stage, in describing and analysing linguistic function, I found the need to draw eclectically upon key ideas from the literature related to classroom interaction that had been reviewed in Chapter 2.

However, towards the end of this second stage of analysis, having spent several months analysing the data through the eyes of a researcher interested in dialogic talk, I became aware that the analysis was rigorous but had failed to fully describe the richness of the interactions between teachers and pupils. What had become clear to me was that I needed to open up the frame for the interactional analysis since the focus on only those interactional behaviours that seemed directly related to dialogic talk was hindering a sufficiently broad analysis of the data collected.

Gee (2011) suggests that when defining the scope of interactional analysis, the researcher must carefully consider the frame problem as follows:

> Any aspect of context can affect the meaning of an (oral or written) utterance. Context, however, is indefinitely large, ranging from local matters like the positioning of bodies and eye gaze, through people's beliefs, to historical, institutional and cultural settings. No matter how much of the context we have considered in offering an interpretation of an utterance, there is always the possibility of considering other additional aspects of the context, and these new considerations may change how we interpret the utterance (p. 27).

He suggests that the researcher keen to seek out increased reliability in data analysis should consider whether a widening of the frame might open up alternative ways of understanding the data. Seeking to widen the frame, I decided to revisit the interactional data, reviewing the data sets and identifying and describing key words, phrases or interactional behaviours that appeared to be recurrent (Gee, 2011). Previously, I had analysed and sought to make sense of the way in which the children and teachers had

used questions, anaphoric references, conjunctive adjuncts and declaratives in more or less dialogic ways; however, at this stage I was aware that a number of other recurring speech forms seemed to be serving different functions within each school's data set. These functions might be described as: supportive of dialogic talk; resistant to dialogic talk; or appearing to be doing other interactional work which was unrelated to dialogic talk. Such patterns fell broadly under the following headings:

- Overlaps
- participants' use of language in relation to curriculum knowledge
- Repetition and appropriation of others' talk
- Criticisms and insults
- Use of elaborated code
- Appropriation of popular culture and/or macho motifs

Thus, I returned to the interactional data applying additional analytical codes (in light of the above) which were added to my full and final coding table (see Appendix N). An example of the way in which the main function of each teacher or pupil turn was coded is included in Appendix O.

The opening out of the frame was influenced by the work of Davies (2003), Maybin (2006) and Rampton (2006) all of whom had resited the child as the focus for analysis of classroom interaction and had promoted pupil identity and agency as imperatives within classroom situated practice. Drawing upon their work, I was able to explore the way in which interactional patterns in each of the schools might account for how the teachers and children appeared to have differently responded to the drive for dialogic talk. To do so, I needed to draw upon ethnographic insights and interview data.

3.14 Third Stage Analysis of the Videoed Episodes

As Cameron (2001) notes of research within a context familiar to the researcher:

> The potential problem is that the observer, because s/he is already an insider, will take things for granted instead of seeing them clearly and describing them explicitly. Insider-observers have to put some distance between themselves and the phenomena they are observing; they have to notice what normally passes unnoticed (p. 57).

As an observer of the kinds of classrooms where I had spent fifteen years as a teacher, I was able to empathise with Maybin's frustrations at her initial "inability to read beyond the surface" (Maybin, 2006, p. 11) of what she was seeing in her research classrooms; and I now understood the need to set aside the lens of curriculum goals to create an "alternative way of reading what I was seeing" (p. 11). Maybin's reminder of the need to defamiliarise what is seen in the classroom in order to move "towards children's perspectives" (p. 5) became a turning point for the research that led me towards the final stage of analysis. This turning point is explored in detail in the next chapter.

Whilst not an ethnographer, with the help of repeated viewings of the video and in discussion with the teachers, I began to draw upon my ethnographically informed understanding of each setting and the teacher interviews in order to assign "situated meaning" (Gee, 2011, p. 211) to these patterned interactional behaviours. What became clear was that children's use of elaborated code, overlapping speech, statements of knowledge and appropriation of phrases and motifs seemed to assume significance differently within the different settings. However, in this final stage of this analysis I was keen to avoid the temptation to suggest that children's success in participating in classroom dialogic talk was dependent simply upon 'classed' speech acts (the adoption of codes) over which they had limited control (Bernstein, 1971); I wanted to avoid using a deficit model (Rampton, 2006) to explain the linguistic difference between the groups and so turned to Rampton's reminder that through agency within situated practice individuals can perform acts of "self assembly" (p. 21).

Thus, in the final stage of analysis I considered the way in which language appeared to be used by key pupils as agentive acts of "self assembly"

(Rampton, 2006, p. 21) within the classroom context of 'doing dialogic talk'. I did not apply any new codes, but drew upon my ethnographic and interview data and authors from the literature review to interpret key children's interactional behaviours.

By analysing the way in which these pupils within each class group sought to appropriate or otherwise the teacher-preferred elaborated constructions (Maybin, 2006) and display knowledge (Barnes, 1976) as individual or collective (Alexander, 2004; Barnes, 2009) I was able to surmise the extent to which their interactional behaviours might be understood as acts of resistance or stabilisation (Rampton, 2006) of the teacher-preferred Discourse of dialogic talk. Furthermore, analysis of overlaps (Coates, 1994; Maybin, 2006) and appropriation of macho motifs (Davies, 2003; Rampton, 2006) revealed the extent to which key children appeared be undertaking both relationship work and curricular work at the same time. Finally, analysis of the way in which key children appropriated popular culture motifs within the context of dialogic talk revealed their skills in demonstrating dual orientation to both schooled discourses and popular culture discourses (Maybin, 2006). An extract from a full and final analysed transcript is included in Appendix Q.

3.15 Conclusion

In this chapter I have outlined the methods adopted, justifying their use in light of the research aims. I have explained how I sought to ensure ethical conduct throughout the research. I have explained how I applied a systematic analytical framework to the data, applying three stages of analysis to the interactional data. I have explored issues of validity and reliability in the interpretation of linguistic and interview data and considered how opening up the frame of analysis on the interactional data enabled me to enrich the linguistic analysis. I have considered how the adoption of an ethnographic approach to linguistic analysis, supported by interview data enabled me to draw to draw together theories of language use and identity enactment (understood as Discourse) and how this enabled me to consider

the videoed classroom interactions as agentive acts of resistance and/or stabilisation of classroom speech genres.

In the next chapter I consider my journey as a researcher in some detail and how changes in my understanding of classroom interactional research, influenced by my reading from the field of linguistic ethnography, informed developments in the research design post-field work.

Chapter 4. My Researcher Journey

4.1 Introduction

This research aimed to address the following questions:

1. Can a dialogic approach to teacher professional development facilitate teacher self-evaluation as a means of developing a more dialogic classroom?
2. What are the factors that inhibit/enable dialogic teaching in the Primary classroom and how might these be overcome/exploited within professional development dialogue to engender dialogic interactions in the classroom?
3. How do children exercise agency through the ways in which they participate in classroom discourse, and what does such participation reveal about pupil alignment to the teacher-preferred Discourse (Gee, 2011) of dialogic teaching?

Rampton (2006) notes that,

> People have the capacity to act unconventionally, and so researchers should expect to have to struggle to make sense of what their subjects are doing. In contrast, if the process of analysis is rapid, tidy and definitive, then it inevitably favours the conventional aspects of human conduct, ignoring the distinctiveness and the creative agency in what's been said or done (p. 26).

In this chapter I chart my journey as a researcher through the stages of data collection, analysis and interpretation as I sought to address the above research questions. In doing so, I explore my developing understanding of the nature of dialogic teaching within the wider context of classroom interaction and my struggle to make sense of the research participants' interactions. As such, I will not repeat an explanation of the process of undertaking the research (which has been outlined in Chapter 3) but explain how my understanding as a researcher changed as a result of the dialogic interaction between myself, my research teachers and the data we analysed together and I returned to alone.

I begin by considering my own commitment to dialogic teaching and how this influenced my promotion of its affordances. I then consider how dialogue influenced the way in which the teachers and I developed a 'working definition' of dialogic teaching underpinned by a simple but workable analytical framework (see Appendix L). Finally, I consider how, post-field work, I came to understand the strengths and limitations of this framework and the potential of other theoretical constructs related to discourse within the context of post-structuralism (Richardson and St. Pierre, 2005) in enabling me to shed light upon the participants' interactions within the recorded discourse.

4.2   Beginning at the Beginning

Thomas (1993) reminds us that "critical self-consciousness is the ability…to discern in any scheme of association, including those one finds attractive and compelling, the partisan aims it hides from view" (p. 19). Within this research I had chosen to reject the IRF structure as "monologism at its extreme" (Bakhtin, 1984, p.81 cited in Nystrand et al, 2001) accepting the view that teachers who too frequently adopted such structures were engaging in a form of policing the language of the classroom (Lefstein, 2006). I had acknowledged that, within this structure, knowledge was interpreted by the speakers and listeners as "fixed rather than provisional, the domain of the adult-teacher and not the child" (Haworth, 1999, p. 101). In consciously signalling my positionality as a researcher seeking to engender dialogic talk (an idea that I found both attractive and compelling), I aligned myself to its perceived affordances, promoting it as a means to engendering a multi-voiced classroom underpinned by "two-way traffic of meanings" (p. 104). Acknowledging the wealth of literature in support of dialogic teaching (Alexander, 2010; Haworth, 1999; Lefstein, 2006; Lyle, 2008; Resnick et al, 2007; and Skidmore, 2005), I saw no difficulty in this. However, as subsequent sections will reveal, issues of policing the language and a lack of two-way traffic still arose within the context of dialogic talk within this research.

4.3   The Drive for Dialogism

As explored in Chapter 3, this research project had been conceived of as dialogic not only with regard to its focus – to assist the development of dialogic talk in the classroom – but also in its design and conduct. I had envisaged a project within which understanding would be co-constructed between researcher and participants, and commitment to reciprocity and cumulation would underpin a dialogue which in turn would enrich our mutual understanding of dialogic talk in the classroom. I had hoped that this dialogue would influence the teachers' skills in promoting dialogic talk in their classrooms and that discussion about their developing skills would enable us to articulate, and thus manage, those factors which inhibited or restricted dialogic teaching. Cognisant of the fact that "language is always 'political'" (Gee, 2011, p. 7) and that this project was focussed on language within the politically contested site of Primary education, I did not regard the dialogic commitment to 'change' as straightforward but considered it worthwhile in its potential for empowerment at all levels (researcher, teacher participants and pupils). The extent to which pupils were empowered or constrained by the teachers' participation in the project is addressed in Chapters 5 and 6.

In light of the dialogic approach to research, I understood my role to be that of a fellow, albeit lead, research participant who could 'steer' the teachers through focussed analysis of and reflection upon their teaching. I had also anticipated that the research would enact its dialogic principles through shared reflections between me and the three teachers together. However, the timetabling of their first year as NQTs and geographical distance did not allow the teachers to come together, and we were unable to come together as a group to reflect upon developing practice. Instead I became the conduit for sharing the reflections and experiences of the teacher participants. The value placed upon this reciprocal learning relationship between teacher and researcher as a facilitator of dialogic teaching is explored more fully in Chapter 5.

At the end of the data collection period I was content that the research had, in a number of ways, adhered to dialogic principles. Extracts from in-school recorded conversations evidenced willingness from researcher and teachers to consider alternative views and cumulatively develop shared interpretation of the enacted classroom talk. For example, Natalie noted, after a period of dialogue focussed on analysis of her first transcript that the experience had:

> Taken my thinking forward, without a doubt because I am now thinking differently about this to when I sat and watched all these last week…I have been able to see, you know, let's now try this not in such a formal situation… And I wouldn't have thought that if you hadn't been here with me. And you haven't put that thought into my head. But it has allowed me to reflect (Natalie, recorded informal discussion 08.03.11).

As researcher listening back over these informal discussions I was aware that my prompts and probes had often steered the teachers towards extended and reflective analyses of their classroom interactions which, in turn, underpinned their action planning. Analysis of the interviews with the teachers, post field work, also shed light upon the impact of this dialogue as an enabler of dialogic teaching. This is explored more fully in the next chapter.

4.4   Purposeful Steering: a problem for dialogism?

I was also aware that the dialogue between me and the teachers enriched and challenged my understanding of dialogic talk and the implications of moving from principles to practice. After analysing Natalie's second transcript with her, she and I came to realise that Alexander's five principles of dialogic teaching (2010) seemed insufficiently detailed when seeking to judge whether classroom talk was dialogic and particularly when identifying next steps for action planning. We recognised that the initial recorded episodes were not evidencing the IRF structure and that they appeared to adhere, in places, to Alexander's five principles but could not fully articulate how this was occurring. Turning to Alexander's 47 characteristics of dialogic teaching (Alexander, 2003) (which had previously been criticised as an "exhaustive catalogue of the measurable properties" (Skidmore and

Gallagher, 2005)), I was faced with a challenge. How could I steer the teachers towards conscious control over the way they guided classroom talk by providing them with a descriptive framework which was sufficiently detailed to support focussed analysis and sufficiently brief to allow them to 'hold the ideas in their head' whilst teaching? So I drew upon Alexander's (2003) characteristics of dialogic teaching supplemented by some key ideas we had discussed in the initial training session to generate a simple but workable framework (see Appendix L). The teachers were appreciative of this framework which they perceived as a means of accessing my 'expert' knowledge of dialogic teaching and we all appeared to value it as a means of stabilising our "multiple realities" (Somekh, 1995, p. 358) of dialogic talk. We used the framework to reflect upon progress towards dialogic teaching and set next steps in action planning.

The process of making sense of the transcripts (through use of the descriptive framework – see Appendix L) had taught me as a fellow researcher the value of offering these teachers tangible descriptors of dialogic teaching. Furthermore, I had noted how, as the project progressed, the teachers were applying the initial training principles in the way they supported talk (for example using teacher linking phrases and withholding evaluation). However, this had simultaneously raised my awareness that these very descriptors might constrain the dialogic turns that were the focus of the research. Cognisant of Skidmore and Gallagher's (2005) warning that "what matters most is not simply the frequency of particular exchange-structures in classroom discourse, but how far students are treated as active epistemic agents", I was left reflecting upon whether the whole is more than the sum of the parts; just like the child who is taught to accurately punctuate his/her writing and consequently fails to reflect upon the effectiveness of its voice and intention (a point that is explored in Chapter 7).

4.5   Seeing the Data from Different Angles

Richardson and St. Pierre (2005) note that a post-structural understanding of qualitative research assumes that data analysis (even that which is

rigorously attentive to theory) cannot afford the researcher the privilege of 'telling it like it is'. They note of those writing about their research that "there is no such thing as 'getting it right' only 'getting it' differently contoured and nuanced" (Richardson and St. Pierre, 2005, p. 962). Furthermore, they note that the qualitative researcher post-structurally situated acknowledges and embraces his/her subjectivity, understanding that a reflexive response to data accepts that (s)he will write from different positions at different points within the research. They refer to this as crystallisation (offered in contrast to triangulation), proposing that, rather than seeking out unrealisable truths in data, the researcher should seek to make sense of how participants experience the same sites refracted through different eyes.

Throughout my research journey the continuous interplay between reflection upon literature, dialogue with the teachers and data description positioned me at different points as writing (and thus understanding) from different positions. Post field work, with encouragement and direction from my supervisor I was able to reflect upon and interrogate my data with an understanding that "what we see depends upon our angle of repose" (Richardson and St. Pierre, 2005, p. 963) and so move from a static concept of dialogic teaching as something that could be tested/measured in relation to teacher and pupil performance to a concept of dialogic talk as a co-constructed act between teacher and pupils played out in their "moment by moment negotiation of identity and knowledge" (Maybin, 2006, p. 3). The remainder of chapter charts that journey of understanding.

4.6   Position 1: teacher researcher/school improvement partner

After the period of field work, with the benefit of hindsight and further reading, I became aware that whilst working with the teachers I had assumed a somewhat narrow view of the research project and of myself as a researcher. Having spent 15 years in Primary schools, I had come to understand the classroom through the eyes of a teacher and head teacher and classroom talk as something that 'succeeded' or 'failed' because of the teacher. Whilst committed to genuine dialogue within research, the

requirement to purposefully steer the direction of the teachers' learning, had also positioned me as a teacher; what I suggested had strongly influenced the NQTs' decisions and next steps, for example their appropriation of the 'build-on' (student linking (Wolf et al, 2006)) phrases. In providing more detailed descriptors of dialogic talk, I felt as if I had even colluded in generating 'success criteria' for the teachers and pupils to meet. Whilst these descriptors were initiated as a result of genuine dialogue between me and the teachers, the descriptors themselves were introduced because of my access to wider knowledge related to dialogic talk. Throughout the time spent with the teachers, I had sought through a dialogic approach to undermine the power relations (Gravett, 2004; Somekh, 1995) embedded in research; however, it was clear that the teachers and I had, at times, positioned me as the 'expert' researcher. Thus, in these key ways I had not succeeded. Whilst I do not feel that the tension between truly dialogic talk and the inevitably of power relations within the teacher-pupil/researcher-participant context could have been resolved, my reflections on this tension are clearly integral to the research; these are explored in Chapter 7.

I was also faced with another dilemma, as whilst analysing transcripts with the teachers I had come to recognise that there was so much more occurring in the recorded talk than could be described with the simple analytical framework the teachers and I had shared. Whilst I did not want to lose sight of the research aim of better understanding Primary practice with regard to dialogic talk, I was challenged by my supervisor at this point to put aside this focus in order to see that in my data which was unexpected; to set aside the pedagogical dialogic frame in order to make sense of what else might be occurring in the discourse and its relationship to language and identity and the interpersonal nature of language. Furthermore, I was also challenged to consider whether the indicators of dialogic talk I had offered the teachers might have served to impose a construct which was both inflexible and failed to acknowledge the teachers' and pupils' multiple interpretations of and responses to such talk in the classroom. My reflections on this are also included in Chapter 7.

Thus, through my early writing and analysis of the classroom interactions alongside the teachers, I had responded to it as a fellow (but lead) teacher/ researcher focussed on 'school improvement' and utilising a pragmatic framework for analysis. I had focussed on "'getting it right" (Richardson and St Pierre, 2005) rather than "'getting it' differently contoured and nuanced" (p. 962). I came to understand that I would need to interrogate my data (both discourse and interview) more fully, seeking out themes that best described how dialogic talk was *differently* enacted by the teachers and their perceptions of the inhibitors and enablers and, in doing so, give a voice to the teachers. I also understood that seeking out themes in the discourse data related to children's responses to their teacher's drive for dialogic talk would help me to offer interpretations of how the children had differently responded to this and whether there might be more to the data than simply dialogic talk.

4.6.1 Understanding the Strengths and Limitations of the Initial Analytical Framework

In order to know where to go next in data analysis I needed first to understand the strengths and limitations of the framework for analysis (see Appendix L) the teachers and I had shared.

Both during the data collection period and in subsequent data analysis it became clear that using these indicators which had been helpful to the teachers as my framework for analysis limited this analysis by inhibiting my ability to "notice what normally passes as unnoticed" (Cameron, 2001, p. 57). Furthermore, it did not help me to account for how each teacher had differently interpreted/enacted dialogic talk. Neither did it help me to account for why two of the groups seemed to evidence some characteristics of dialogic talk more frequently than the other. It was clear that one of my teachers seemed to demonstrate the same commitment to the project as the other two and yet the characteristics of dialogic talk (as described in our framework for analysis) seemed to elude her and her children more often. Furthermore, when I returned to analysis of the talk (post field work) I found that our workable description of dialogic teaching was insufficiently detailed

to describe what was happening in these two groups that appeared to be otherwise in the third.

Also, I had become aware that the framework itself and children's appropriation of the 'build on' phrases, rather than the 5 principles of dialogic talk, had become for the Gowling teacher the 'touchstone' for success. Teaching the youngest group of children, Natalie had rigorously modelled and reinforced (through teacher linking phrases) pupil cumulation and use of the 'build-on'/student linking phrases. This seemed problematic since, on initial analysis, it appeared to result in rigid turn constructions that were in some ways reciprocal, cumulative and extended but also teacher-controlled and contrived. I was concerned that in promoting such discourse I had encouraged the teacher to replace one form of policing the language of the classroom with another. Furthermore, I was intrigued to understand why children might acquiesce to participation in such turn constructions without apparent resistance; and our shared indicators of dialogic teaching were insufficient to shed light on this. These reflections are picked up in Chapter 6 and revisited in Chapter 7.

Finally, the teachers had also expressed a perceived tension between reciprocity and purposefulness in their classroom talk, recognising that steering classroom talk "with specific educational goals in view" (Alexander, 2010, p. 38) was often not reconcilable with genuine dialogue. This tension is explored further in Chapter 7.

Thus, the limitations of my initial framework were as follows:

- It did not offer linguistic descriptors of dialogic talk, only characteristics. Whilst it had proved a helpful tool for 'light touch' analysis of classroom interaction, it was clear that if I was to use discourse analysis to interpret utterances as dialogic or otherwise, I would need to first describe what was occurring both linguistically and interactionally.

- It did not account for why two of the classrooms seemed to show more examples of reciprocity and cumulation whilst the other did not; I would need to look to a more detailed discourse analysis and ethnographic and interview data to shed light on this. Neither did it provide me with a framework for describing what was happening interactionally in the other classroom if reciprocity and cumulation were not.

- It did not provide me with a framework for interpreting other talk behaviours that were evident within these episodes (see below).

- It did not shed light on the perceived tensions between purposefulness and genuine dialogue.

4.7   Position 2: reflexive discourse analyst

Recognising these limitations, and understanding that I needed to widen the analytical frame (Gee, 2011) in order to see the data refracted through different eyes, I returned to the transcripts. Referring to the work of Coates (1994), Davies (2003) Maybin (2006) and Rampton (2006), I revisited this data newly positioned as a researcher interested in teacher's and children's varied enactments of dialogic talk. With a new understanding of dialogic talk as "social-reality-being-interactionally-constructed" (Rampton, 2005, p. 391), I began an iterative process of moving between literature and discourse data to begin to describe and code recurring patterns within each class group (see Appendix N). Whilst not ignoring those patterns that might shed light on teacher and pupil response to the focus on dialogic talk, I was also committed to being alert to that in my data which might otherwise be left out.

Returning to the discourse data with a maintained commitment to rigorous analysis (Eggins and Slade, 1997), I noted that a number of recurring linguistic patterns still seemed grammatically to evidence cumulation and reciprocity (e.g. anaphoric references/student linking phrases and thematic cohesion), and some purposeful steering of talk (e.g. teacher linking phrases) (Wolf et al, 2006). However, other themes also emerged that appeared significant. Overlaps, repetitions, appropriated phrases and

displays of knowledge seemed to recur in different ways in the data sets. For example, whilst overlaps in one of the classrooms appeared to be co-constructive, in another they appeared as interruptions whilst they rarely occurred in the third.   These recurrent linguistic patterns formed the key themes against which the discourse data was coded in the second stage of analysis (see Appendix N).

This coding enabled me to describe the different ways in which the teachers and some children seemed to appropriate patterns of interactional behaviour within each classroom and came to be significant in making sense of their different interpretations of dialogic talk which would later prove fruitful lines of enquiry with respect to the second and third research questions.

4.8   Position 3: moving from discourse analysis to adopting an ethnographic perspective

Whilst the individuals within the data had always been in mind, my final position (shifting from discourse analyst to the adoption of an ethnographic perspective) helped me to make sense of the second and third research questions.   Key ontological assumptions related to adopting an ethnographic perspective were integral to how I understood the process (and outcome) of data analysis at this stage. Having adopted discourse analysis as an "accountable analytic procedure" (Rampton, 2006, p. 392), aimed at avoiding self-indulgent idiosyncrasy, I needed next to consider the key role played by "tacit and articulated assumptions of the participants" (p. 391) in the enactment/or otherwise of dialogic talk. With the discourse data described in detail, ethnographic data (including field notes (see Appendix P) and interview data) enriched these descriptions to shed light on situated practice. With a new understanding that my research could not fully answer the question 'does the research approach make the classrooms more dialogic?' I was confident instead to offer a "deepened, complex and thoroughly partial understanding" (Richardson and St. Pierre, 2005, p. 963) of dialogic talk as enacted in these classrooms.

Out of this stage came my additional research question. I understood from my review of literature that dialogic talk had been promoted in different ways in these classrooms as a teacher-preferred spoken genre and that, as a result, the teachers and children had co-constructed this genre through their interactions. For example, my discourse analysis had revealed examples of children cumulating one another's contributions more frequently (although differently) in the Gowling and Castle classrooms than in St Bede's (see Chapter 5). In the Gowling classroom, the children had appropriated the use of the build-on/student linking phrases to signal intended cumulation, whilst in Castle these were rarely used, rather talk was often co-constructed through a form of floor sharing (Maybin, 2006); in St Bede's school cumulation was less frequent as was co-construction but displays of individual knowledge were frequent. In light of this, I was inevitably faced with the question, how could I use ethnographic data to shed light on how children exercise agency through the ways in which they participate in classroom discourse and what does such participation reveal about pupil alignment to the teacher-preferred Discourse (Gee, 2011) of dialogic teaching?

Thus, in drawing out findings I drew upon my literature review, my somewhat limited ethnographic data and detailed discourse analysis to begin to account for how and why certain interactional behaviours might be understood as children's agentive acts of projecting identity and building relationships within the 'political' classroom context of 'doing dialogic talk'. By understanding the children's spoken language as agentive acts framed within the class-negotiated understanding of 'doing dialogic teaching' (a teacher-preferred spoken genre), I was able to draw out findings which suggested that pupil interactions could serve to stabilise or resist the genre (Rampton, 2006). As Eggins and Slade (1997) note, "although this underlying abstract structure exists, participants negotiate their way through the structure and regularly disrupt it. Thus there are ideal types or 'templates' (ibid: 524) which can be described, but in reality interactants regularly depart from them" (p. 31).

Thus, I came to realise at this stage, that the construct of talk embedded in Alexander's (2004) characteristics of dialogic teaching (Appendix L) had provided the teachers and myself with a helpful but ideal model of classroom talk; in reality it appeared that alongside the teacher's focus on dialogic talk, some pupils were strategically (or otherwise) appropriating and contesting (Kamberelis, 2001) the cultural resources of dialogic talk to undertake interpersonal and identity work within their classrooms. This insight, whilst not leading to any further coding of the discourse data, led to the third stage of data analysis and findings explored in Chapter 6.

4.9   Conclusion

Fig 4.1 below offers a visual representation of the relationship between data analysis and researcher positionality at each stage of the discourse analysis.

This chapter has sought to chart my journey as a researcher through the stages of data analysis. In doing so, it has sought to explore how the dialogic interaction between researcher, research participants and data influenced the way in which I came to differently make sense of the interactional behaviours of the teachers and pupils at different points within the research. In Chapter 5, I analyse the discourse data primarily through the lens of dialogic talk and, in doing so, address the first and second research questions. In Chapter 6, I draw upon a wider frame of analysis and the teacher and pupil ethnographic data to address the third research question. In Chapter 7, seeking to offer a deepened and complex (albeit thoroughly partial understanding) (Richardson and St. Pierre, 2005) of the talk in the research classrooms, I draw upon my own reflections as a researcher to explore the tensions and dilemmas surrounding dialogic talk in the classroom.

Jan – Apr 2011

Data Analysis:
First Stage Discourse Analysis (Alexander's 5 principles)

Participants:
Teacher & Researcher

Positionality:
School Improvement Partner

May – Jul 2011

Data Analysis:
First Stage Discourse Analysis (using expanded indicators of dialogic teaching)

Participants:
Teacher & Researcher

Positionality:
School Improvement Partner

Apr – Dec 2011

Data Analysis:
Second Stage Discourse Analysis (grammatical form & linguistic function)

Participants:
Researcher

Positionality:
Discourse Analyst

Formulation of Question 3

Jan – Mar 2012

Data Analysis:
Third Stage Discourse Analysis (coding unchanged, ethnographic insights)

Participants:
Researcher

Positionality:
Assuming an Ethnographic Perspective

Mar – Jul 2012

Data Analysis:
Quantification & Review (findings & recommendations)

Participants:
Researcher

Positionality:

Fig4.1 – Relationship between data analysis and researcher positionality at each stage of the discourse analysis

Chapter 5. Second Stage Analysis

5.1 Introduction

In this chapter I analyse the discourse, interview and audio-journal data with a view to shedding light on the first and second research questions. This chapter outlines second stage analysis, since first stage analysis occurred within each school during the process of transcription and dialogic discussion. Whilst this resulted in action plans for each teacher, there was no formal written outcome for the analysis itself at the first stage. Thus, in this lengthy chapter I analyse the discourse data collected for each of the schools, enriching this through consideration of interview data and ethnographic insights from each of the teachers. As such I first consider the talk in the Gowling classroom[6] (teacher Natalie) before analysing St Bede's[7] (teacher Deborah) and finally the Castle classroom[8] (teacher Val). In doing so, I address the first question. I then conclude this chapter by analysing the teacher post-project interview data, drawing out teacher perceptions of the inhibitors and enablers of dialogic talk within their classrooms; in doing so I address the second research question. Analysis of data related to the third research question will be addressed in Chapter 6.

This research project sought to address the following questions:

1. Can a dialogic approach to teacher professional development facilitate teacher self-evaluation as a means of developing a more dialogic classroom?

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[6] Extract from Appendix B 'Description of Research Settings' The children who participated in the research were in a Year 3 class, and two of the three extracts of classroom talk that were analysed as part of this research were undertaken with a group of children identified by the teacher as more able in both maths and language.

[7] Extract from Appendix B 'Description of Research Settings' The children who participated in the research were in a Year 5 class. The first episode of classroom talk analysed as part of this research was undertaken with the whole class. The second and third episodes were undertaken with smaller groups.

[8] Extract from Appendix B 'Description of Research Settings' The children who participated in the research were in a Year 6 class of an all girls' school. The girls were keen to participate in the research although, on occasions, exercised their right not to be videoed on occasions. As such, discussion groups were of only 3 and 4 pupils respectively.

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2. What are the factors that inhibit/enable dialogic teaching in the Primary classroom and how might these be overcome/exploited within professional development dialogue to engender dialogic interactions in the classroom?

3. How do children exercise agency through the ways in which they participate in classroom discourse, and what does such participation reveal about pupil alignment to the teacher-preferred Discourse (Gee, 2011) of dialogic teaching?

Cognisant of Nystrand's reminder that dialogic talk cannot be "mechanically reduced to measuring the relative proportion of authentic vs. 'display' questions over the course of a lesson, for example" (Nystrand in Skidmore and Gallagher, 2005), I do not seek in the discourse analysis below to prove by counting and comparing dialogic bids (Nystrand et al, 2001) that the classrooms were more (or less) dialogic as a result of the research. However, the systematic analysis and quantification of dialogic bids does provide me with a framework for accurately describing a detailed picture of the way in which the participant teachers sought to enact dialogic talk in their classrooms. By drawing out quantifiable data under the same headings for each of the classrooms, I do not seek to compare one classroom with another in order to conclude that one was more dialogic and another less but to identify common occurrences across the schools (where these are present) in order to draw out implications for future practice.

5.2   Talk in Gowling School

In this section I seek to describe the ways in which Natalie and children of the Gowling classroom enacted dialogic talk and the ways in which this accords or otherwise with the definition of dialogic talk as explored in the literature review. I will begin by considering Natalie's beliefs about classroom talk at the start of the project (as revealed through the initial interview) before offering a detailed discourse analysis of key interactional behaviours. Data analysis referred to below is summarised in Appendix R.

5.2.1 Initial Interview

A number of the statements in the Gowling School teacher's initial interview suggested her desire to promote learning-focussed talk in her classroom. Natalie's references to: talk as a skill that needs to be learned; children who "take over and talk over people"; the importance of needing to "listen as well as talk"; the importance of all children being encouraged to talk; and a concern to avoid some children's tendency to be "very domineering" were all offered as a rationale for participation in the research. She referred to the use: of lolly sticks (for selecting pupils to answer a teacher question); talk partners; short sharp talk bursts; and group discussion as strategies that she had consciously developed to encourage effective learning talk. Throughout the interview, the act of talking in an effective way so as to be heard and to be able to hear others was forefronted as was the relationship between effective talk and learning. However, in contrast to the teacher of Castle School, the relationship between talk and identity or talk as a means of personal expression was not forefronted.

This interview data sheds light upon Natalie's preferred ways of supporting talk in the classroom. Phrases such as (effective talk is) "something that really needs encouraging" and (considering others' views is) "what I'm really trying to push here" all suggest that the teacher was keen to promote effective talk within her classroom. However, what is clear from the initial interview is that Natalie was committed to developing effective talk to support learning but was not specific about the dialogic behaviours she was keen to promote.

5.2.2 Extended Talk within Dialogic Talk

Whilst the talk in this classroom did not meet the stringent conditions of dialogic talk as outlined by Alexander (2010), there are many ways in which it exceeded the quality of the talk experience embedded in the IRF structure (Sinclair and Coulthard, 1975).

Within the recorded extracts of talk it was clear that pupils were regularly given opportunities to talk in an extended fashion, with the average number of words per turn ranging from 23-53 across the episodes and the longest pupil turn ranging from 90-125 words. Whilst this is clearly preferable to the 70% of pupil turns at 3 words or less identified in Hardman et al's research (Hardman, Smith and Wall in Luxford and Smart, 2008), it is clear that there is a difference between extended talk and dialogic talk such that "a long answer is not enough; it's what happens to that answer that makes it worth uttering" (Alexander, 2010, p. 48).

5.2.3 Indications of Reciprocity within the Talk

With regard to reciprocity, analysis of pupil use of anaphoric references and the mapping of thematic continuity throughout each episode of talk reveals that the children understood reciprocal references to ideas previously considered to be integral to dialogic talk. Reciprocity is understood as occurring where children and teachers listen to one another, share ideas and consider alternative views (Alexander, 2010, p. 28). In the episodes of talk a number of pupils explicitly signalled reciprocity through use of anaphoric references, appropriating teacher taught and modelled (build-on/student linking) phrases such as "I agree with Brad" [G6:41] as well as their own improvised examples such as "going back to what Eva said, I agree with her" [G6: 9] and more shorthand forms, for example "and then" [G4: 28]. The frequency with which the pupils began an interactional unit by signalling reciprocity through anaphoric references is indicated in the table below. However, the children also signalled reciprocity through their ability to sustain thematic continuity across the episodes of talk, indicated by uptaking an idea previously discussed. Thematic continuity was mapped in the penultimate column of each of the transcripts (see example Appendix Q).

	Total number of interactional units that include a pupil speaking	Number of interactional units that use SL phrases	Percentage
Episode 1	6	1	17
Episode 2	15	4	27
Episode 3	25	7	28

Fig. 5.1 Number of interactional units within the 3 episodes of Gowling School talk that include student linking phrases (Wolf et al, 2006)

This data suggests that these young pupils were clearly able to "listen to each other, share ideas and consider alternative viewpoints" (Alexander, 2010, p. 28), sometimes explicitly signalling the relationship between their contribution and previous teacher and pupil utterances. Wolf et al (2006) draw a relationship between talk which is dialogic and that which is accountable, noting that one of the three dimensions of accountable talk is accountability to the learning community. For them, pupil use of 'student linking' phrases such as, "I want to add on to what Ann said" or "I agree with you because…" (Wolf et al, 2006, p. 8) are characteristic of talk moves that, when used regularly, can facilitate dialogic talk as "students make efforts to link contributions to one another so that the discussion builds on ideas within the learning community" (p. 6).

5.2.4 Demonstrations of Reasoning within the Talk

The pupils also regularly showed that they were able to share their reasoning and, in doing so, make reference to curriculum and wider knowledge in support of views. When offering reasons, the children often adopted elaborated code through the appropriation of anaphoric references, conditional clauses, conjunctive adjuncts and declaratives.

The table below demonstrates the frequency with which children explained their reasoning within the three transcripts, where reasoning was defined as a statement of knowledge accompanied by justification for that statement[9].

	Total number of interactional units that include a pupil speaking	Number of interactional units that include independent reasoning	Percentage
Episode 1	6	4	67
Episode 2	15	1	7
Episode 3	25	19	77

Fig. 5.2 Number of interactional units within the 3 episodes of Gowling School talk that include pupil reasoning (Alexander, 2010; Wolf et al, 2006)[10]

An example of an elaborated construction that included demonstration of reasoning is as follows:

Extract 5.1 "Learning to Read"
The pupils are discussing their experiences of learning to read as part of a PSHE unit of work focussing on transition and change. They had previously discussed how transitions (such as their forthcoming transition to Middle School) often require pupils to acquire new skills, relating this to their experiences of transitioning to First School and learning to read. At this point Eva has suggested that learning to read is a key skill that aids success in school and later life.

Line Number	Speaker	Message Unit
1	Luke	Going back to what Eva said I agree with her,
2		because when when you have tests you need to read,
3		when you get to the older stages you need to read for jobs,
4		and then when when when you get a job you need to know what you should do.

[G6: 29-32]

Here Luke begins with an anaphoric reference/student linking phrase explicitly signalling reciprocity before declaring his agreement and, thus, intention to cumulate Eva's point (line 1). He then signals his intention to outline reasoning through use of the conjunctive adjunct 'because' before going on to demonstrate both schooled knowledge and knowledge of the

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[9] For the purposes of comparison, reasoning was recorded only once where it was demonstrated in or across one or more turns within an interactional unit; such demonstrations of reasoning often occurred across more than one turn due to overlaps. Percentages are calculated as instances of reasoning divided by number of pupil interactional units.

[10] Reasoning was not counted if it was initiated by a teacher prompt. Reasoning sustained over more than one turn was counted once only.

world beyond school in combining conditional clauses (such as 'when you get to the older stages') with declaratives ('you need to read for jobs'). This combination of conditional clause and declaratives occurs three times in lines 2-4 and embeds a cause and effect relationship between ideas. Such an elaborated turn construction (Bernstein, 1971) was not untypical for the pupils of Gowling School.

Alexander (2010) notes that effective dialogue utilises questions designed to encourage reasoning and speculation, resulting in more considered pupil responses. For Wolf et al, (2006) a further dimension of accountable talk is its accountability to rigorous thinking, which encourages pupils to offer reasons for their viewpoints through use of such 'student thinking' phrases as "I think because" (Wolf et al, 2006, p. 9). Fig. 5.2 clearly demonstrates that in Episodes 1 and 3 Gowling pupils sought to maximise extended turns by supporting points made with explicit reasoning rather than simply recalling or stating knowledge. Episode 2 demonstrated a higher level of cumulative talk of the type recognised by Mercer (1995) to be positive but uncritical; this talk was focussed on generating/sharing ideas and, as such, explicit reasoning was less evident in this episode. I return to this point in greater detail in Section 5.2.12.

What is also interesting to note in the above episode is that Luke uses an anaphoric reference accompanied by a student linking phrase, followed by cumulation (Alexander, 2010) of Eva's previous point and then reasoning. As such, his turn demonstrates a number of Alexander's (2003) characteristics of dialogic talk. However, by demonstrating reasoning within this context he has also succeeded in independently displaying knowledge of what it means to be a reader both in and out of school, essentially engaging in presentational talk (Barnes, 1976) carefully constructed to meet the needs of his audience. In many ways this and other similar interactions, whilst appearing to demonstrate characteristics of dialogic talk, might be considered little different from the pedagogical dialogue that Bakhtin criticised as the antithesis of dialogue since, in seeking knowledge display, they fail to result in a "genuine interaction of consciousness" (Bakhtin, 1984,

cited in Nystrand et al, 2001 p. 3). There is a sense that whilst such interactions are not simply pedagogical (in the sense that they do not rely simply on "recitation of recalled information" (Nystrand et al, 2001, p. 9)), neither do they appear to lead towards "dynamic transformations of understanding through interaction" (Bakhtin, 1984, cited in Nystrand et al, 2001 p. 4) – the ultimate goal of dialogic talk; I will return to this point in Chapter 7.

5.2.5 The Conduct and Ethos of Dialogic Talk: reciprocity, collectivity & supportiveness

The Gowling extracts appear to demonstrate the first three of Alexander's (2010) principles: reciprocity was often exemplified in the teacher and children's talk; collectivity (teachers and children addressing learning tasks together) was clearly evident; and the talk was supportive (since children's gestures indicated that they were keen to offer extended contributions and the talk was free from dismissive or unkind comments). In many instances these reciprocal views embedded pupil reasoning and were, thus, accountable to rigorous thinking (Wolf at al, 2006). Furthermore, the pupils progressed over the course of the project from competitively bidding for isolated turns, to seeking to develop the idea of another pupil (although Natalie struggled to eliminate 'hands up' altogether). Alexander (2005) refers to the above three characteristics as being important in assisting teachers and children to make sense of the conduct and ethos of dialogic talk. However, the final two principles (purposefulness and cumulation) are, he suggests, concerned with the content of dialogic talk. These proved more challenging for Natalie and the Gowling children and, thus, merit a more in-depth analysis.

5.2.6 The Content of Dialogic Talk: purposefulness and cumulation

Alexander, (2004a, 2005, 2010), Nystrand et al (2001) and Sharpe (2008), recognise the criticality of the way in which a teacher (or another pupil) responds to a pupil contribution to talk. Sharpe (2008) refers to this point in

dialogue as the pivot move, suggesting that the way in which the teacher utilises the potential of the pivot move can greatly increase its prospectiveness in terms of promoting dialogic talk. Teacher or pupil use of the pivot move to cumulate a previous contribution is understood as a dialogic act (Alexander, 2010).   Mercer (1995, 2005) uses the term cumulative in a similar way to Nystrand et al (2001), understanding cumulation to occur when "participants expand or modify the contribution of others" (p. 7) so that one voice refracts another. As such, Extract 5.1 and many others like it might be interpreted as demonstrating cumulation as a form of expansion. However, this clearly is different from cumulation in the form of uptake - "when one conversant e.g., a teacher, asks someone else about something that other person said previously" (Nystrand, 2001, p. 15). Alexander (2005, 2010) does not discriminate expansion from uptake in his work but notes that cumulation is central to the success of dialogic talk.

Alexander (2010) also promotes purposefulness as an act that facilitates dialogic talk. He defines purposeful talk occurring when "teachers plan and steer classroom talk with specific educational goals in view" (Alexander, 2010, p. 38). He is quick to warn against discussion which is not purposeful, noting "it's all very well to provoke a lively extended discussion, but should we not ask where it leads?" (p. 49). Nystrand et al (2001) note that such purposeful talk facilitates dialogic interactions through authentic questions (i.e. questions to which there is not a prespecified or preferred response).

The next section will consider the way in which Natalie used the pivot move to cumulate pupil contributions (for summary analysis see Appendix R) whilst consideration of purposefulness will be addressed in the summary comparison of the three schools later in this chapter.

Whilst Episode 1 has been included in the table of analysis to indicate the way in which the pivot move was used by Natalie, the number of turns (only 5) makes it difficult to compare in percentage terms. Furthermore, as this was the first piece of recorded talk, Natalie had structured the children's talk in the form of a formal debate where opportunities for a number of dialogic

moves (such as pupil cumulation or teacher linking phrases) did not occur because the pupils were drawing upon their pre-prepared tightly structured notes.   As such this episode has been omitted from the numerical comparative analysis.

5.2.7 Teacher Prompts

Drawing once again upon Wolf et al's (2006) dimensions of accountable talk, it is clear that teacher cumulation or reciprocity prompts might be understood as 'teacher linking' phrases designed to prompt pupils towards dialogic talk by encouraging them to cumulate another pupil's idea or express an alternative view.

From the second to third episodes the use of such prompts increased from 0% to 13%. This increased use of teacher linking phrases might signal that Natalie's increased pedagogical effort was focused on the quality of the talk and encouraging pupil reciprocity and cumulation.

5.2.8 Teacher Probes and Challenges for Cumulation

Probes, on the other hand, are best understood within the context of Nystrand et al's (2001) uptake, a potentially dialogic move which requires the next speaker to ask a question of the previous speaker. Alexander (2004b) and Lefstein (2006) also recognise the dialogic potential of teacher probes and challenges. No probes were used in Episodes 1 and 2. Whilst 4 of the probes in episode 3 were simply for clarification e.g. what like my big whiteboard? [G6: 140], 5 probes were used by Natalie to seek out further information regarding the pupil's thinking. Such probes took two forms:

Pupil speech revoiced with an upward intonation:

- you don't need to read if you were working in a bank? [G6: 49]

- basically everyone has to read? [G6:163]

Challenge for justification:

- so you're saying I'm wrong? [G6: 80]

- OK that's a BIG STATEMENT Eve, so you need to be able to back that up. Why? [G6: 164-166]

On all 5 occasions, the uptake served as a form of teacher cumulation, which encouraged the pupil to extend a previous point. No pupil-to-pupil uptakes were evident in any of the three episodes. The use of revoicing as above is recognised by Michael's et al (2008) to be a teacher talk move that can open up genuine dialogue as it serves two functions in probing reasoning and enabling the teacher to withhold feedback (or offer neutral feedback) thus avoiding "shutting down discussion by prematurely telegraphing" (p. 6) a preferred claim to knowledge.

5.2.9 Teacher Revoicing and Repeating to Summarise Pupil Views

Alexander (2004b) notes a characteristic of dialogic teaching is that it ensures an appropriate balance between pupil participation and structuring understanding. This, he notes is characterised by teacher use of probes, challenges and summary of a range of pupil points. Probes and challenges have been considered above.

The number of points at which Natalie intervened in the talk to summarise pupil points in order to steer the direction of the pupils' talk dropped from 21% (3 moves) in the second episode to 7% (5 moves) in the third episode. However, closer analysis of the second transcript reveals that, whilst Natalie appears to summarise pupil views on three occasions, only one of these summaries [G4: 18] is a genuine summary whilst the other two [G4: 22/32] appear to 'put words into the pupils' mouths' as a contrived form of exposition. In doing so, Natalie uses a form of revoicing within which she presents her own ideas and curricular points as if they had been suggested by the children. However, this interpretation was an outcome of second stage analysis and so, had the transcript been revisited with Natalie, she might have offered an alternative interpretation of these summaries (I return to this point in Section 8.2). Understood as contrived summary, these

interactions ensure that teacher control over the content and direction of the talk is maintained whilst giving a surface impression that Natalie is steering dialogic talk. This does not appear to be the case for the 5 summaries in the third episode which appear to demonstrate genuine summarisation of pupils' previous contributions. Consider the following:

Extract 5.2 "Learning to Read"
The teacher and children have been discussing the importance of learning to read as a life skill for securing good academic grades and future employment. At this point Eva begins to pursue an alternative motivation for reading.

Line Number	Speaker	Message Unit
1	Eva	Mmm…well most grown-ups and things (grins) have like Facebook and Hotmail.
2		What if they needed to write something to a friend or a friend writes to them and they can't read the message? (Luke suddenly very animated; hand goes up and ooh sound)
3		So say they're having an evening out and he said sorry I can't come and they go and he can't read so he doesn't know.
4	Natalie (T)	OK so now you're taking the conversation from a different angle,
5		because I'm saying do you or do you need to read or not for work,
6		so you are now actually saying 'cos Facebook or a network site on the computer.
7		has that got anything to do with my work?
8	Eva	I mean like if it says football.
9	Natalie (T)	yeh but has it got anything to do with my work?
10		no, but, It's still got something to do with your LIFE
11		so if we're saying, no a builder doesn't need to read or no a footballer, If I'M saying that, I know that you are disagreeing with me
12		but suddenly Eve is throwing something else into the conversation now because she is saying
13		well actually what about if somebody asks you out on Facebook? you wouldn't even know they had asked you out if they asked you to go somewhere or something

[G6:125-137]

In this extract, Natalie raises the pupils' awareness of the introduction of an alternative point in line 4, linking it back to what has been discussed previously in line 3. She then summarises Eva's new point in line 6 before using a question to indicate the way in which Eva's point contrasts to

previous points. Although there is confusion in line 8 when Eva appears to misunderstood her teacher's intention and assumes that she is required to refer back to a previous pupil's comment about football, Natalie seeks to repair this confusion in lines 9 and 10 with a rhetorical question and declarative which again sums up Eva's point (that reading helps you in daily life). This summary is continued in lines 11-12.

5.2.10   Teacher Revoicing and Repeating to Curtail Pupil Turns

Natalie used repeating and revoicing in different ways. Sometimes this was used in the form of a high control acknowledging move (Sharpe, 2008), so that when Natalie repeated or revoiced the child's words back to them with a downward intonation, the child understood that their turn was to be curtailed. This was then nearly always followed with a nomination or open invitation to the group, for example:

Extract 5.3 "Learning to Read"
The teacher and children have been discussing the importance of learning to read as a life skill for securing good academic grades and future employment. At this point Eva begins to pursue an alternative motivation for reading.

Line Number	Speaker	Message Unit
1	Andrew	um, you need to um - you still have to read a little bit on a building site,
2		because if you, like the instructions - If you're not writing them you still need to read the writing,
3		otherwise you won't have a clue what you're doing, about what you're == building about
4	Natalie (T)	== OK so you wouldn't have a clue,
5		right fine,
6		yeh? (directed to Eva)

[G6: 65-70]

Here Natalie's overlap of Andrew accompanied by the markers "OK" and "right fine" as well as the falling intonation as she revoices Andrew's contribution "you won't have a clue" to "you wouldn't have a clue" make it clear that his turn is to be curtailed. This form of revoicing does not have the positive impact of summarisation (See Section 5.2.9).

5.2.11   Teacher Demonstrations of a Dialogic Disposition

On all three occasions Natalie reminded the children of the communicative norms and expectations for participating in dialogic talk (Lefstein, 2006), reinforcing the agreed ground rules (Bullen and Moore, 2002; Mercer and Dawes, 2008) for talk and indicating to the pupils her intention to proceed into a period of dialogic talk. She reminded them of the importance of listening to others, considering alternative viewpoints and being willing to develop a previous pupil contribution or ask a question of another pupil. Furthermore, there were occasions in all three extracts when Natalie either encouraged (through prompts – see above) or directly modelled a dialogic disposition.

During the first episode the children had been prepared (through group speaking and listening activities) to engage in a debate and, thus, the nature of the task assumed reciprocity. However, such a task did not facilitate cumulation since the children had prepared their arguments in advance of the debate and so were largely restricted by these.

It has already been noted that disingenuous revoicing appeared present in the second episode which clearly did not evidence a dialogic disposition. However, later in this episode Natalie reminded the pupils that she valued their alternative suggestions for the angles activity they had just undertaken, recognising that it was good to think about "how we can improve our learning and how I can improve lessons for you" [G4: 39-40]. However, Natalie's modelling of a dialogic disposition was most strong in the third episode where she repeatedly adopted an 'anti-school' stance by proposing that reading was not necessary for all people, thus provoking the pupils to consider alternative views through such comments as the one below:

Extract 5.4 "Learning to Read"
The teacher and children have been discussing the importance of learning to read as a life skill for securing good academic grades and future employment. The pupils have been arguing that most jobs require an element of reading, thus learning to read is important.

Line Number	Speaker	Message Unit
1	Emma	Well I agree with Brandon as well because well um
2		if you need to read - if you don't really know how to read then there's um not much use in – (Brandon waves at camera)
3		well you should read have started reading when you were young because um because we read now all the time sort of, like instructions like Andrew
4		and if there's, on a sheet of paper..work about like a building you need to know know what is to work it (Lizzie's hand goes up)
5	Natalie (T)	Right
6		OK, what about if I was an athlete a professional athlete say a footballer and I was getting paid…millions and millions of pounds
7		WHY do I need to read then?
8		I don't think I need to read then
9		Why would I need to read then? (open hands gesture to the group)

[G6: 91-99]

Here the children appear to argue for a schooled version of reading – one which focuses upon competency, to be mastered early in schooling and learned as a skill for success in later life (Street and Street, 1991); it is Natalie who questions the value of learning to read. She does this with a question to the group in line 7 before declaring reading as unnecessary (for some people) in line 8 and repeating her 'anti-reading' question in line 9; a question which is positioned to provoke the pupils to consider an alternative viewpoint.

Another way in which Natalie might have demonstrated a dialogic disposition was by eliciting several pupil ideas/contributions before telegraphing a 'preferred' correct answer (Michaels et al, 2008; Lefstein, 2006), using these ideas as the basis for teacher questioning and exposition. In the first extract this was less evident. Natalie began by encouraging two children to speak before intervening in the discussion, after which she addressed a misconception in the second child's point (that the Northern Irish citizens had come recently to live in Ireland) and used this as an opportunity to teach that Northern Irish people may well feel just as Irish as Southern Irish people

even if they are governed under British rule. However, after this she intervened after each child's turn and prematurely telegraphed her preferred points through lexical and prosodic cues. For example, she made clear that Anna's suggestion that communication was the solution to the problem of the Irish territories was preferred by noting:

Extract 5.5 "Northern Ireland Debate"
The teacher and children have been discussing a possible solution to the North/South divide in Ireland. Anna has just suggested that communication between the two groups might support a way forward, although she has suggested that this might not be possible.

Line Number	Speaker	Message Unit
1	Teacher	I think someone needs to pick up here,
2		she said a VERY important word there,
3		she said, "IF we communicated".
4		I know you went on to say "I'm not sure whether we could",
5		but maybe someone can pick up on that,
6		if we communicate.

[G2: 43-48]

Here, the repetition of the 'very important word' 'communicate' serves to reinforce that this is the teacher-preferred direction of talk, and this is further reinforced by the teacher linking phrases in lines 1 and 5 to other pupils to pick up on Anna's point. Whilst these might be seen as talk moves that are facilitative of dialogic talk as Natalie seeks to purposefully steer the children through dialogue towards understanding (Alexander, 2010), they also stand at odds with the modelling of a dialogic disposition since she does not seek a range of views before prematurely telegraphing a preferred claim to knowledge (Michaels et al, 2008); her comments make clear to the pupils her evaluative stance - that non-communication between the two territories is not seen as an option within this discussion.

In the second transcript, Natalie is more successful in eliciting a range of pupil views before providing a definitive account or explanation. Whilst many of the pupil turns return to the teacher, Natalie's response remains neutral in the early turns thus encouraging the pupils to continue sharing their

viewpoints (Mercer and Dawes, 2008). Consider the teacher turns in the extract below.

Extract 5.6 "Learning to Read"
The teacher and children have been discussing a possible solution to the North/South divide in Ireland. Anna has just suggested that communication between the two groups might support a way forward, although she has suggested that this might not be possible.

Line Number	Speaker	Message Unit
1	Eva	And if you get a good job you can get the money to buy a house.
2		So it all kind of like - well so I do agree.
3	Teacher	Has anybody else got anything to say to that?
4		Emma?
5	Emma	When I started to read I found it quite hard because well I never tried to read before,
6		so I didn't know what it meant I didn't know how you did it at all,
7		so when I started I found I couldn't really know what to do,
8		but now I know how to read because I kept reading at home and like at school.
9	Teacher	Ri..ght…O..K…,
10		Luke?

[G6: 15-25]

In these turns, the teacher response is largely neutral and teacher voice and sense of evaluative stance is minimised for a number of turns throughout this extract. On the surface, teacher voice appears much less dominant as the teacher elicits a range of pupil viewpoints (a point I will return to in consideration of the teacher interview).

Turn taking in the third extract demonstrated a greater sense of balance between eliciting contributions and purposefully steering classroom talk (see Appendix R). However, it is interesting to note that all turns are still passed via the teacher (a point I will return to in analysis of the teacher interviews). Whilst teacher exposition is still limited (evident as the main function in only 4 of the 73 teacher moves), Natalie's talk is more strategic, making use of: teacher linking phrases on 9 occasions; probes to promote a more extended or justified response from a pupil on 5 occasions; and summary of pupil points in order to steer discussion on 5 occasions. Furthermore, the teacher

asks 6 steering questions (over 5 turns) which seek to promote cumulative or reciprocal responses from the children, for example, "If I worked in a building society, why do I need to read?" [G6: 36 and 37].

However, from turn 80 onwards the teacher adopts a cued elicitation approach (Edwards and Mercer, 2000) to steering the discussion, seeking to lead the pupils towards the view that reading can be for pleasure as well as functional, and the sense of a genuine dialogue underpinned by authentic questions (Nystrand et al, 2001) is undermined. The tension between purposefulness and cumulation is explored in detail through analysis of the teacher interviews (below) and, considered within this context, also sheds light on the limited number of teacher turns used for exposition.

5.2.12   Enriching the Discourse Data

Without the contextualising data of the teacher interviews, the above might seem rather bland. It is the ethnographic and interview data combined with linguistic analysis that, at this point, enables me to forefront "a concern with agency" (Rampton et al, 2004, p.8) in order to describe how the teacher sought to enact discourse within situated practice. In referring to this data, I hope to open up the linguistic analysis and demonstrate "reflexive sensitivity to the processes involved in the production of linguistic claims and to the potential importance of what gets left out" (p. 4). Furthermore, I anticipate that such data will help to make sense of the Gowling teacher's journey towards dialogic teaching.

The linguistic analysis suggests some progress against the indicators of dialogic teaching.   Natalie's use of positively dialogic moves such as prompts/teacher linking phrases, probes and steering questions (cumulating a previous pupil contribution) increased across the episodes and pupils were encouraged within a supportive environment to take extended turns. Whilst the dialogic move of eliciting a range of contributions before summarising these and utilising them either for exposition or further questioning was not strong (particularly in the second episode), it is the teacher interview, audio-journals and ethnographic data that reveals why this might have occurred.

In the early stages of this research project (February to April 2010) Natalie grappled with her role within dialogic talk, trying to make sense of how she might best promote dialogic turns and the extent to which she should support the children in cumulating previous contributions and sharing their reasoning. Recognising the importance of listening to the learners' contributions, she was keen not to be a dominant voice and for the pupils to independently cumulate from turn to turn without her assistance. Working with a group of Year Three pupils that she considered to be 'high ability' she felt this expectation to be reasonable; and, as a co-researcher who had noted how dominant her voice had seemed in the first episode of recorded talk, I was keen for her to pursue this approach. However, after our shared analysis of the second transcript (recorded in April but analysed in May due to teacher illness) we jointly concluded that her commitment not to dominate had resulted in talk that evidenced a lack of teacher steering and as such had inhibited the dialogic potential of the talk. In the second episode, almost all teacher moves had been used to encourage pupil contributions and no moves used to address misconceptions or lead the children towards the acquisition of curricular concepts through uptake prompts or probing a pupil's thinking. Only one move had been used for exposition and one to ask a steering question. Essentially, at the point that the pupils had effectively cumulated one another's ideas they were engaging in Mercer's (1995, 2005) cumulative talk for designing an alternative version of the activity they had just completed; the talk was cumulative but there was limited evidence of justification (reasoning) or criticality (see example from a longer extract below).

Line Number	Speaker	Message Unit
1	Brad	==and then you could get a goal and a football and you direct them round the cones
2		and then at the end there's a football, so you say "kick"
3		and then they have to with their eyes closed they have to try and get it in
4	Lizzie	or like (looks at teacher for permission to speak)
5	Teacher	Yeh
6	Lizzie	you could like - we could have like a starting line

7	and you put all the cones out all over the place
8	and we've all got a partner
9	and then we dir then - they direct us to get to a cone
10	and then we pick it up
11	And its quite helpful.

[G4: 47-58]

Together we explored the implications of Alexander's (2010: 30) proposal that true dialogue should result in pupils reaching understanding through "structured cumulative questioning and discussion which guide and prompt, reduce choices, minimise risk and error, and expedite 'handover' of concepts and principles"; we concluded that, whilst in this context a range of views had been elicited, from line 35 particularly the teacher had assumed the role of facilitator rather than guiding adult (Lefstein, 2006) and whilst the pupils had cumulated one another's points in the form of expansion there had been little 'handover of concepts and principles" (Alexander (2010:30) simply a sharing of ideas. As such we noted, Natalie had sought a range of views at the expense of structured, cumulative questions and prompts, and whilst the conduct of dialogic talk was forefronted a focus on content was backgrounded.

Together we formulated an action plan which prioritised:

- being aware of those occasions in talk when it is necessary for the teacher to probe a child's thinking in order to encourage deep thinking or ask them to clarify their point of view;
- being confident that the teacher role was sometimes to sustain a dialogue with a single child;
- endeavouring to ensure that, at key points, teaching served either to move the conversation forward or to sum up points made so far; and
- continuing to withhold feedback in order to signal to the children that a range of views and ideas were welcome (Appendix H).

Recognising that dialogic talk required of her the need to 'fine tune' her responses to pupil contributions, Natalie also requested support with an

expanded version of Alexander's five principles of dialogic teaching, something against which she might measure progress in her journey towards dialogic teaching. In response to this request, I drew upon the indicators of dialogic teaching (Alexander, 2003) as listed in the first year of the Talk for Learning project and these were expanded into a simple checklist (see Appendix L) which was shared with the three participant teachers.

I further reflected on this difficult balance between cumulation and steering or, as Alexander (2010) notes, the balance between encouraging participation and structuring understanding, since it was clear that all three teachers were struggling to reconcile the need to purposefully steer the talk with the desire to promote pupil uptake within the context of genuine dialogue. Cognisant of Skidmore and Gallagher's (2005) reminder that the skill of facilitating dialogic talk lies in getting the balance between authentic uptake questions and teacher exposition in order to maximise learning, I pulled together some reflections on this balance (see Appendix S) which were discussed with the teachers via a telephone conversation and then emailed (see diagram below included in email):
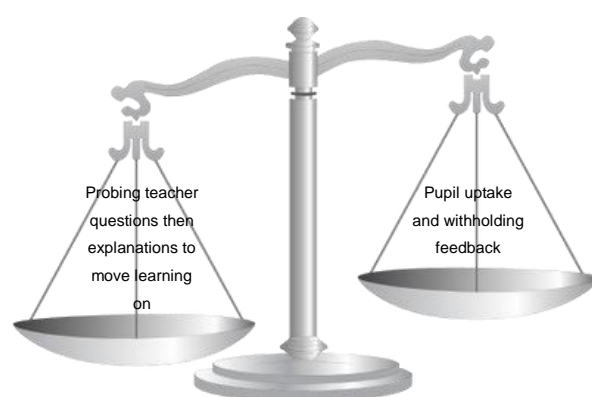
Natalie proceeded into the final half term and her third recorded episode with her action plan and checklist. As noted previously, linguistic analysis of turn taking in the third extract demonstrated a greater sense of balance between eliciting contributions and purposefully steering classroom talk. The percentage of positively dialogic teacher moves in this episode (understood as genuine summary, exposition, steering questions, probes, teacher linking phrases and low control acknowledging moves) increased from 28% in

Episode 2 to 66% in Episode 3. In her final interview Natalie noted the following:

> I've learned that I don't have to feel guilty...I am there to prompt them and I am there to facilitate it and there is nothing wrong with that and that is not something that they (the children) should just be automatically doing without me and that the teacher has a role and that has made me feel a lot more comfortable.
>
> [G8]

She went on to note:

> I think what this has done is it has made me very aware...I don't just accept an answer, that my expectations are from the children that I would expect them to tell me about their answers, justify their answer and that I am not going to accept just yes or no.
>
> [G8]

What was interesting about Natalie's reflections upon her progress in dialogic talk at the end of the research was that she drew upon a range of indicators to support her view that the talk in her classroom had developed. She referred to: pupils' use of build-on/student linking phrases, commenting on how these had become less contrived over the course of the project; pupils offering reasoning and justification for points; her developing skills in using probing questions; her increased awareness of dialogic bids being used whilst talking with her pupils; and the requirement on her to balance pupil participation and structuring understanding.

5.3   Talk in St Bede's School

In this section I seek to describe the ways in which Deborah and children of the St Bede's classroom enacted dialogic talk and the ways in which this accords or otherwise with the definition of dialogic talk as explored in the literature review. I will begin, as previously, by considering Deborah's beliefs about classroom talk at the start of the project (as revealed through the initial interview) before offering a detailed discourse analysis of key interactional behaviours. Data analysis referred to below is summarised in Appendix R.

5.3.1 Initial Interview

Deborah's initial interview presented a sense of someone who could talk with some confidence about the range of talk strategies afforded to her. During the course of the interview she referred to: asking open-ended questions; having a good quality discussion of the type that enabled children to speak and be heard; the importance of children being given time to think things through and offer reasoning and explanations for their views; directional talk (which she referred to as telling the children what to do); input (which she referred to as examples and explanations); and question and answer routines to stimulate discussion and assess children's initial understanding.

She also explored her own values relating to talk expressing that: she loved listening to the children's views; she wanted to encourage the children in her class to have their own opinion and recognise that others' opinions might differ from theirs; and that it was important for pupils to express their beliefs and bounce ideas off one another. Deborah also recognised the relationship between talk and identity, although much less explicitly than the teacher of Castle School, and described some children as "steamrollers", "very, very quiet" and "very reluctant". She was quite pragmatic in describing the difference between the kind of talk she would like - "high quality discussion" - and the kind of talk she felt she often experienced in her classroom – frequently "directional talk" during which a few key children were inclined to shout out in order to "prove that they know".

As with the Gowling teacher, Deborah was committed to developing effective talk to support learning but was not specific about the dialogic behaviours she was keen to promote.

5.3.2 Extended Talk within Dialogic Talk

As with Gowling School, talk in the St Bede's classroom did not meet the stringent conditions of dialogic talk as outlined by Alexander (2010). However, analysis of the recorded episodes of discourse reveals a somewhat different picture from that of Gowling. Within the recorded

extracts of talk it was clear that, when compared with the pupils of Gowling School, the teacher and pupils took many fewer extended turns. Pupil average number of words per turn increased from 7-23 words across the three episodes, and the longest pupil turn ranged from 30-66 words. However, in light of Alexander's reminder that the length of turn is less important than what happens to the pupil's answer, the way in which turn exchange varied across the three episodes merits further analysis.

5.3.3 Indications of Reciprocity within the Talk

Reciprocity within turn taking was much less straightforward in the interactions of St Bede's School. Analysis of pupil use of anaphoric references/student linking phrases (Wolf et al, 2006) throughout each episode of talk reveals that some key children understood reciprocal references to ideas previously considered to be integral to dialogic talk. These children signalled reciprocity through explicit use of anaphoric references, appropriating teacher-modelled student linking phrases such as "I agree and disagree with Reya" as well as their own improvised examples such as "When you said…". One child even began his turn, "I think it would be" before pausing and continuing "I disagree with Beth and all that" [Ben, SB3: 11]. The frequency with which the pupils utilised a new interactional unit to signal reciprocity through anaphoric references or student linking phrases is indicated in the table below:

	Total number of interactional units	Number of interactional units that use SL phrases	Percentage
Episode 1	14	5	36
Episode 2	17	1	6
Episode 3	14	7	50

Fig. 5.3 Number of interactional units within the 3 episodes of St Bede's School talk that include student linking phrases (Wolf et al, 2006)

As with the Gowling children, the St Bede's children also signalled reciprocity through their ability to sustain thematic continuity across the episodes of talk.

However, whilst a map of thematic continuity is evident in the transcripts and the use of student linking phrases was promising in the first and final episodes of talk, the way in which this was negotiated was much less orderly than in the talk of the Gowling classroom. Consider the following extract:

Extract 5.8 "Discussing Macbeth"
The teacher has just begun the discussion by asking the pupils to give share their views about the text and/or key characters offering reasons for these.

Line Number	Speaker	Message Unit
1	Tyrone	I think Macbeth's a bit stupid
2	Deborah (T)	OK?
3	Tyrone	'cos when he's fighting he didn't have a helmet on
4	Deborah (T)	He didn't have a helmet == on?
5	Jack	== yeh
6	Deborah (T)	I think that might just == be our
7	Jack	== yeh
8	Deborah (T)	picture book == version
9	Jack	== idiot
10	Deborah (T)	The reason they have done that I would say is so that you can see who it is I would say
11	Jack	No == his hair
12	Deborah (T)	== I think he would probably normally wear a helmet
13	Tyrone	== 'cos, 'cos
14	Jack	== No 'cos
15	Tyrone	'cos they ==could have the thing ==
16	Jack	== 'cos he could be == bald
17	Tyrone	== back == up
18	Deborah (T)	== the ones the ones in the back here are == wearing helmets
19	Jack	== he could be == BALD
20	Tyrone	=='cos he could put the thing back up and put == it back down
21	Jack	He could be bald == though
22	Deborah (T)	== OK ALSO why do you think he might not be wearing a helmet?
23		What was he feeling when he went out to battle? (to whole group)

[SB4: 21-43]

These teacher/pupil turns demonstrate a sustained focus on one idea (whether or not Macbeth was wearing a helmet). However, in consideration of Alexander's requirement for talk which is reciprocal to demonstrate pupils listening to one another, sharing ideas and considering alternative views (Alexander, 2010), this clearly is not evident. Both Jack and Tyrone are persistent in reinforcing their own view, paying little attention to one another and the teacher. The frequency of overlaps and unfinished turns might be understood to demonstrate negative polarity (Coates, 1994) or disputational talk (Mercer, 2005) rather than co-constructive talk – interruption, rather than floor sharing (Maybin, 2006) or the verbal collage (Davies, 2008) which is understood to be a positive and cooperative interactional act. Such an extract resonates with the way in which a number of the boys within Rampton's (2006) research utilised talk, combining "intellectual involvement with a lack of interactional deference" (p. 87). In this extract the St Bede's boys' remained 'on-task' whilst their interactional behaviour did not demonstrate the reciprocity desirable in dialogic talk. However, in Chapter 7 I return to this extract to offer an alternative interpretation of the above interactional behaviours.

Such an exchange was not untypical for these children and stands in contrast to Alan's earlier (untypical) contribution to the same discussion where he grammatically and ideationally signals reciprocity in developing Mark's point that Macbeth is not a nice character:

Extract 5.9 "Discussing Macbeth"
The teacher has just begun the discussion by asking the pupils to give share their views about the text and/or key characters offering reasons for these.

Line Number	Speaker	Message Unit
1	Alan	um I agree with Mark
2		because - it's like - it's as though - the main characters are normally like nice
3		but the main characters of Macbeth and lady Macbeth are not very nice

[SB4: 15-17]

What is clear, however, is that by the final episode of talk, pupil use of student linking phrases increased, with students making use of these in half of the interactional units

5.3.4 Demonstrations of Reasoning within the Talk

The pupils of St Bede's School also regularly showed that they were able to share their reasoning and, in doing so, make reference to curriculum and wider knowledge in support of views. As in Gowling, the children indicated reasoning through use of conjunctive adjuncts or student thinking phrases (Wolf et al, 2006), making a statement which was then justified with reference to curriculum and wider knowledge. Whilst the Gowling pupil demonstrated instances of reasoning above at 67% and 77% in two of the interactional episodes, this ranged between 50% and 79% for the pupils of St Bede's School (see below).

	Total number of interactional units that include a pupil speaking	Number of interactional units that include independent reasoning	Percentage
Episode 1	14	7	50
Episode 2	17	9	53
Episode 3	14	11	79

Fig. 5.4 Number of interactional units within the 3 episodes of St Bede's School talk that include pupil reasoning (Alexander, 2010; Wolf et al, 2006)[11]

However, whilst a number of the St Bede's pupils regularly adopted the elaborated code (Bernstein, 1971) of more complex grammatical constructions to assist them in sharing reasoning, this was not consistent and other children were often scaffolded by the teacher to offer explanations either through the use of a probing question as below:

Extract 5.10 "Discussing Macbeth"
The teacher has just begun the discussion by asking the pupils to give share their views about the text and/or key characters offering reasons for these.

---

[11] Reasoning was not counted if it was initiated by a teacher prompt. Reasoning sustained over more than one turn was counted once only.

Line Number	Speaker	Message Unit
1	Mark	Macbeth's not a very nice person
2	Deborah (T)	why do you think that?
3	Mark	'cos he always goes by his own wife's orders
4		But like - he shouldn't
5		he should make things up for himself (Beth's hand goes up)

[SB4: 4-8]

or through the use of a low control acknowledging move (Sharpe, 2008) designed to encourage the pupil to extend his/her reply:

Extract 5.11 "Discussing Macbeth"
The teacher and pupils have been sharing their views about the text and/or key characters offering reasons for these.

Line Number	Speaker	Message Unit
1	Tyrone	I think Macbeth's a bit stupid
2	Deborah (T)	OK?
3	Tyrone	'cos when he's fighting he didn't have a helmet on

[SB4: 21-23]

Where pupils did not share their reasoning with the group, they sometimes instead offered statements of knowledge without explicit reasoning, for example, "a thirst for power" [SB4: 82]. Such statements were often typical of restricted code in that they were grammatically incomplete, curtailed or insufficiently explicit (Bernstein, 1971) for the teacher to gain an insight into the child's thinking in relation to curriculum knowledge (Barnes, 2009) and were often presented for the consumption of the group with assumptions of a shared experience.   For example, in response to the teacher's initial question in Episode 1, 'What is authority and why do we need it?' and an open invitation, Brad replies "they can earn money" [SB2: 58].

Elsewhere in the transcripts, displays of knowledge and a pupil focus on 'who knows what' served to undermine dialogic talk behaviours as characterised by Alexander (2003), for example:

Extract 5.12 "What is authority and why do we need it?"
The teacher and children have been discussing the above question and have begun by describing examples of authority justifying their views. Up to this point they have suggested lawyers, the law and parents as examples of authority. John is introducing a new point:

Line Number	Speaker	Message Unit
1	John	um, The President, and his government ==
2	Alf	== The Prime Minister
3	Tyrone	== The Prime Minister
4	Deborah (T)	the govern==ment (writing on board)
5	Alf	==Barra== [a kind of roar]
6	Tyler	The Prime Minister, not == the
7	Jack	==N..o the government (spoken loudly, looking directly at teacher, sounds irritated. Johnny and Tyler look at each other. Johnny frowns. Jack and Archie D glance back.)
8	Deborah (T)	The president if you're Ameri==ca
9	Alf	==Obama (sing song voice, looking at teacher)
10	Deborah (T)	in America, for us it's the == Pri..me (teacher elongates words as she writes them on board. J smiles at Tyler)
11	Jack	==what's his name again?
12	Deborah (T)	Minist==er (writing on board)
13	Jack	Americ Obama=
14	John	= Barrack Obama (directed at Johnny)
15	Tyrone	= Barrack Obama (directed at Johnny)
16	Alf	= Barrack Obama (directed at Johnny)

[SB2: 34-49]

As with the extract above (is Macbeth wearing a helmet?) Jack and Tyrone (supported by Alf and John) focus on wrestling down a point of knowledge (what is the political leader of England called) at the apparent expense of reciprocity and sharing their thinking with the rest of the class. Here knowledge display appears more important than listening, considering alternative views, justifying views or cumulating others' ideas through pupil uptake. Once again, the frequency of overlaps and unfinished turns appears to demonstrate negative polarity (Coates, 1994). In this extract, like Rampton's (2006) boys, the Gowling boys take up "positions of authority as information providers, with each other and with the teacher" (p. 87) and interactional deference (doing dialogic talk) is superseded by intellectual involvement. As Barnes (2009) notes, if pupils adopt values that accord knowledge as having fixity of meaning individually held rather than negotiable and co-constructed, this will influence the extent to which they are willing to participate in challenging and changing established discourse practices. These displays of knowledge had been identified by Deborah in

her initial interview as the kind of talk she would like to see less of. What is also interesting to note is that whilst there were very few displays of knowledge in the three episodes of Gowling talk and explanations accounted for between 26% (Episode 2 - much cumulative talk (Mercer, 1995)) and 75% of talk moves, displays of knowledge in St Bede's dropped from 62% to 3% of moves whilst explanations increased from 23% to 73%; a positive indicator of an upward trend towards dialogic behaviours in this aspect of talk. However, in Chapter 7 I return to the above analysis to offer an alternative interpretation.

5.3.5 The Conduct and Ethos of Dialogic Talk: Reciprocity, Collectivity & Supportiveness

Thus, with respect to the conduct and ethos of talk in the St Bede's classroom, the extent to which Alexander's (2010) first three principles are evidenced is more variable. Clearly the talk evidenced collectivity, however, apparently disputational talk, overlaps which indicate negative polarity, and use of insults [Jack, SB4: 63) served to undermine the drive for a supportive environment. Furthermore, whilst some children appropriated student linking phrases (Wolf et al, 2006) and sought to develop previous contributions to indicate reciprocity, others appeared to focus on knowledge display at the expense of this. Finally, whilst some children progressed over the course of the project from competitively bidding for isolated turns, the St Bede's teacher also struggled to eliminate 'hands up' and was challenged, as in the above extract, by children's attempts at individualised knowledge display. In light of the reminder that conduct and ethos are the foundation of purposefulness and cumulation (Alexander, 2010) I will now turn to an analysis of the way in which Deborah sought to promote these dialogic characteristics within the three episodes of talk.

5.3.6 The Content of Dialogic Talk: cumulation

This section will consider the way in which Deborah used the pivot move to cumulate pupil contributions (for summary analysis see Appendix R).

Deborah made limited use of teacher linking phrases throughout the three episodes of talk (2, 1 and 1 respectively). Wolf et al (2006) recognise the potential positive impact of such phrases in raising children's awareness of the need to listen to and develop the contributions of previous pupils; the absence of such a strategy might well have served to undermine the potential of the group's success in doing dialogic talk.

5.3.7 Teacher Probes and Challenges for Cumulation

However, Deborah did increase the number of probes to promote pupil reasoning/justification used across the three episodes of talk. Across these episodes, probes for thinking formed 3% (1), 5% (3) and 11% (4) of total teacher talk moves. Whilst minimal, an increase is evident.

Only one pupil-to-pupil uptake was evident and this was in the final episode as follows:

Extract 5.13 "The Impact of Tourism on St Lucia"
The teacher and children have previously watched a video about St Lucia and, in this extract, are discussing what they think might be the impact of tourism upon the island.

Line Number	Speaker	Message Unit
1	Reya	I disagree with Alan
2		because umm, they might just like - they might be jealous of them because their country might not be that good and not that popular
3		so they want to ruin some other countries so their country is popular
4		I think they don't wanna explore the world,
5		I think they just wanna just kill people and do something
6	Mark	What makes you think that Reya?

[SB5: 30-35]

5.3.8 Teacher Reformulating and Repeating

Teacher summary of a range of pupil views with a view to purposefully steering the discussion (Alexander, 2010) occurred only once in each of Episodes 2 and 3 and did not occur in Episode 1. An example of teacher summary is as follows:

Extract 5.14 "The Impact of Tourism on St Lucia"
The teacher and children have previously watched a video about St Lucia and, in this extract, are discussing what they think might be the impact of tourism upon the island.

Line Number	Speaker	Message Unit
1	Teacher	I'm hearing a lot of people saying tourists might not understand the rules and do things that damage the environment accidentally,
2		or that they don't care about the rules because they're from somewhere different possibly.

[SB5: 8-9]

It is interesting to note that, whilst the teacher sought here to summarise pupils views, she did not exploit this opportunity for a reciprocity prompt, making use of a teacher linking phrase (Wolf et al, 2006), to cue the children into offering alternative views about the impact of tourism on St Lucia; this cue is implicit not explicit. However, on one other occasion the teacher recapped a single pupil point followed by a reciprocity prompt/teacher linking phrase as follows:

Extract 5.15 "The Impact of Tourism on St Lucia"
The teacher and children have previously watched a video about St Lucia and, in this extract, are discussing what they think might be the impact of tourism upon the island.

Line Number	Speaker	Message Unit
1	Deborah (T)	Beth said she thinks that authority is not necessarily about people bossing you around
2		it could also be about people trying to look after you
3		What do you think about that? (directed to group)

[SB5: 91-93]

On all other occasions, revoicing was used as a form of recap of the previous pupil's contribution and did not seek to summarise a range of views but to repeat or reformulate (Mercer, 2000) a single pupil point. Of the 9 occasions where this occurred in Episode 1, only one was followed by a probe for clarification; as with the Gowling teacher, the remainder served to curtail the pupil turn. In Episode 2, of the 5 occasions when the teacher revoiced the pupils, 3 curtailed the pupil's turn. However, the other revoicings were used more fruitfully, 1 being followed by a probe and 1 being followed by a steering question and reciprocity prompt as follows:

Extract 5.16 "Discussing Macbeth"
The teacher and children have been discussing their views on the text and main characters and Archie has just suggested that he would not be afraid of Lady Macbeth because she was a woman.

Line Number	Speaker	Message Unit
1	Teacher	right, Alf has just said that he wouldn't be afraid of a woman or who would be afraid of a woman?
2		the question is why is it that Macbeth is afraid of his wife?
3		she's not very likely to kill him, b..ut
4		what do you think?

[SB4: 129-132]

When Deborah utilises revoicing in this way, cumulating Alf's point, his question serves to redirect the class discussion towards a genuine enquiry; this genuine enquiry, supported by the teacher's prompt to other pupils to respond to (cumulate) Alf's question maximises the pivot move and, thus, its potential to promote dialogism.   However, such teacher moves were occasional.

5.3.9 Teacher Demonstrations of a Dialogic Disposition

On all three occasions Deborah reminded the children of the communicative norms and expectations for participating in talk (Lefstein, 2006), reinforcing the agreed ground rules and indicating to the children her intention to proceed into a period of dialogic talk.   Such reminders were explicit, for example prior to Episode 2 Deborah reminded the pupils as follows:

> If somebody says something really interesting that you would like to add on to you can say "I agree with such-and-such because" and if they have something that you would like to ask them, you can ask people questions the way I do. So if I ask somebody something, they give me an answer, I can then prompt them even further by saying, "Why do you think that?". You can do that too to your friends (Transcript 5, contextual information).

Furthermore, there were several occasions where she sustained a dialogue with a single pupil, returning to the pupil with probes, prompts and/or low control acknowledging moves to encourage extension and steering questions. The longest of these was in the final episode where the teacher

sustained a dialogue with Brad over 14 turns as she tried to probe for an explanation of why he believed that tourists adding to population numbers in St Lucia might be a good thing. Whilst the conclusion of this interaction was not satisfactory (Brad concluding that large numbers of tourists would make "the island come loose" and the teacher not addressing this misconception) the teacher had sought to sustain the teacher-pupil exchange. There were numerous other occasions across the three episodes when the teacher returned the turn to a pupil for further discussion.

The way in which Deborah elicited a range of pupil contributions before telegraphing a 'preferred' correct answer (Michaels et al, 2008; Lefstein, 2006) stands in contrast to Natalie since the only occasions where Deborah sought to telegraph her claim to knowledge were where the point of knowledge was contested and appeared as a distraction to the main focus of discussion, as in the above examples relating to Macbeth's helmet and the name given to the political leader of England. On all other occasions, Deborah sought pupil views through managing turns and using steering questions to encourage pupils to respond to one another's views. In the first episode there was little sense of the teacher's views on authority, the teacher assumed a facilitative rather than steering role (Lefstein, 2006). In the second episode, Deborah waited until turn 54 to cumulate a pupil point and raise the children's awareness of the importance of Macduff being born by caesarean section. She then cumulated pupil points (turns 69, 75, 81 and 103) through steering questions which helped the children to consider the relative personality traits of Macbeth and Lady Macbeth. A similar picture was presented in Episode 3 where steering questions were used from turn 27 onwards. Whilst pupil responses to these steering questions did not always succeed in introducing alternative/cumulative viewpoints, there was a strong sense that Deborah's intention was to seek out pupil views rather than offer her preferred claim to knowledge and that in Episodes 2 and 3 this was achieved, in part, through "structured cumulative questioning and discussion" (Alexander, 2010, p. 30) guiding and prompting dialogue.

An analysis of the percentage of positively dialogic teacher moves in these episodes (understood as genuine summary, exposition, steering questions, probes, teacher linking phrases and low control acknowledging moves) demonstrated 51% in the first episode, 56% in the second and 62% in the third.   The relationship between these percentages and the number of potentially dialogic moves lost to resolving disputes about knowledge is considered in the next section.

5.3.10   Enriching the Discourse Data

The contextualisation data of the teacher interviews and ethnographic insights shed light on the ways in which Deborah was seeking to enact discourse within situated practice and, as such, enriches an understanding of her journey towards dialogic teaching.

The linguistic analysis suggests some progress against the indicators of dialogic teaching.   Deborah's use of positively dialogic moves increased across the episodes, and it is clear that she demonstrated a dialogic disposition (Lefstein, 2006); at the same time there was a dramatic shift in the pupils' moves towards demonstrations of reasoning and away from displays of knowledge.   The final teacher interview sheds light on why this might have occurred.

When asked to comment on the impact of the research upon the pupils' learning, Deborah noted that it had had some impact but that its potential was significant.   When asked to expand upon this, she noted:

> It has taken me a long time to learn to know exactly what I needed to do and the early stuff (referring to early video recordings) was not necessarily as useful.   I mean it was a useful learning process for us all and they all learned as I learned basically.

[SB8]

She later concluded that in the next academic year:

> I wouldn't have to stumble through my, like the awkward learning part, hopefully it would get off the ground a lot quicker and by this time next year it would just be part of how we talk in the classroom.
>
> [SB8]

In commenting upon the impact of the project on the talk in her classroom, Deborah was quick to stress that she felt she was developing skills of dialogic teaching and that she felt that, whilst she understood the theory and principles, her dialogic practice would need a sustained focus; this was also the case for the Gowling teacher. When asked if she intended to maintain a focus on developing her skills in leading dialogic talk, Deborah noted:

> definitely, I love it - now that I have got it. Now that I think I've got some of it. I can't wait to try it out again...I know what I am not going to do next year, I know exactly what I am going to do next year.
>
> [SB8]

However for Deborah, pupil displays of individualised knowledge remained a frustration that had first been expressed in her initial interview. When reflecting in her audio-journal (subsequent to the first recorded episode) she noted of the President/Prime Minister incident (see above) how one pupil was not participating in dialogue but instead "chiming in because he likes to and he wants to be right" [SB3] whilst another was "showing that he knows it's the Prime Minister because he is bright and he likes to show that he is bright, so he's saying "I know"" [SB3]. This view is supported by the discourse analysis which evidences 62% of pupil turns in Episode 1 as displays of knowledge. In this sense, both the teacher reflections and the discourse data recognise this to be a factor that undermined the dialogic potential of the talk. She also noted, "I think it's about social relationships more than it's about dialogue" [SB3] – a point I will return to in the next chapter.

As a result, Deborah and I agreed that a key action would be to promote pupil reasoning and justification of points (rather than simply knowledge display); she planned to reinforce this through both explicit reminders at the

start of the lesson (see above) and regular modelling within lessons. Deborah also created opportunities during the following weeks for the children to watch classroom talk sessions that had been videoed and discuss the effectiveness of the talk as a class. The shift of displays of knowledge from 62% of talk moves to 3% and of talk moves involving explanation from 24% to 73% over the course of the project might well be attributed, in part, to the teacher's increased pedagogical emphasis on this aspect of dialogic talk.

Within this and the second action plan we also agreed that Deborah should target: ensuring that feedback was neutral so as not to close down pupil contributions or alternative viewpoints and open up a range of pupil views before telegraphing a preferred claim to knowledge (see Demonstrating a Dialogic Disposition above); and using steering questions and probes to negotiate the balance between encouraging participation and structuring understanding.

When commenting on her tendency to repeat/reformulate each pupil turn in the first episode Deborah noted that she had replaced her desire to positively reinforce the pupils with this and that she needed instead to gather a range of views (perhaps interjecting with simply a low control acknowledging move) rather than repeating or reformulating each pupil's idea.

With regard to negotiating the balance between encouraging participation and structuring understanding, Deborah noted in her final audio-journal extract:

> I think I talked much less. I tried not to not to sum up after every single comment. I tried to give them some time just to sort of reflect on it themselves. And I'm trying to ask them leading questions, more probing questions after they have given an opinion. So that they weren't just saying, "well this is what I think" and I say "okay, and you, and you, and you". I became aware of this while I was doing it.
>
> [SB7]

Clearly, teacher awareness of the balance of dialogic moves is evidenced in this final audio-journal extract.

> At the end of the field work, in the final interview, Deborah noted the following impact upon talk in her classroom:
>
> • pupils being more aware of appropriate dialogic talk behaviours;
>
> • pupils being more confident to speak without feedback;
>
> • pupils having greater confidence to disagree and accept disagreement;
>
> • pupils' listening skills being dramatically improved - attributed to the reduction in teacher feedback making the pupils keener to hear how other pupils would respond to their contributions;
>
> • pupils sharing thinking that "is just so much more detailed"; attributed to the expectation of a teacher prompt or probe;
>
> • pupils indicating ways in which they have take into consideration other pupils' viewpoint;
>
> • teacher increased awareness of "how I talk and the sort of questions I am asking".
>
> [SB7]

As with the Gowling teacher, the interview, audio-journal and discourse data sheds light on the way in which Deborah enacted and made sense of the challenges of dialogic talk over the period of field work. Her starting point was different, thus her challenges and successes were different and, like Natalie, whilst there were a number of ways in which the episodes of talk did not meet the expectations embedded in Alexander's (2010) five principles, the teacher was satisfied that she had begun her journey towards dialogic teaching.

5.4   Talk in Castle School

In this section I seek to describe the ways in which Val and children of the Castle classroom enacted dialogic talk and the ways in which this accords or otherwise with the definition of dialogic talk as explored in the literature review.   I will begin, as previously, by considering Val's beliefs about classroom talk at the start of the project (as revealed through the initial interview) before offering a detailed discourse analysis of key interactional behaviours.

5.4.1 Initial Interview

Val's initial interview focussed much less on developing strategies for promoting effective classroom talk and rather on talk as a tool for thinking and expression. She referred to providing opportunities for talk to enable children to: formulate an opinion; spark an idea; develop a point; rehearse and articulate thinking; support one another; develop skills for lifelong learning; be creative thinkers; and be empowered through collaborative decision-making. When compared with Natalie, she placed less emphasis upon the act of talking and more on the potential of talk in the classroom to empower the learner and underpin the learning process, and this was encapsulated in her comment:

> I think it is integral really. I think it is hugely important that children have a voice and that they are valued and that they feel they can contribute without fear of ever being shot down for what they say, so that any idea is a valid one. Which is certainly something we reinforce as a class – that you should have a go because you are thinking it, it is valid and you can play it out and discuss it with other people and move forward.
>
>   [C1]

Throughout the interview there was a much stronger focus on talk as a tool for collaboration than compared with Natalie. Val referred to contexts for talk rather than talk strategies - house team meetings (and relevant discussion and negotiation), celebration assemblies and school council meetings. She did not explicitly refer to the characteristics of dialogic talk or explore how

children might be need to taught to build on or develop the ideas of others, rather she explored the importance of what she referred to as exploratory talk – children rehearsing, verbalising, explaining and justifying their thinking in order to sort out, organise and extend their ideas. She also related talk to "how you see yourself as a learner" [C1] and referred to a range of possible learning identities such as being: closed to what others are saying; an active learner; someone who is afraid to get things wrong; or someone who is keen to enquire and be creative in their thinking. She concluded that what makes successful talk in the classroom is:

> Having a culture where they (the children) are allowed to be individual and unique and they don't have to fit the stereotype of how they should sort of be; give them confidence I think to talk in a general sense and have an opinion in the classroom as well.

[C1]

5.4.2 Extended Talk within Dialogic Talk

Only two episodes of talk were recorded by the Castle School teacher (see Section 5.4.11). Within the recorded extracts of talk pupil average number of words per turn was small, increasing from 10-18 words across the three episodes; however, the longest pupil turn similar to Gowling at 57-107 words.

5.4.3 Indications of Reciprocity within the Talk

Indications of reciprocity within interactions of Castle School were differently enacted from Gowling and St Bede's, and once again, were rarely typical of the IRF exchange (Sinclair and Coulthard, 1975).

The frequency with which the pupils utilised a new interactional unit to signal reciprocity through anaphoric references or student linking phrases is indicated in the table below:

	Total number of interactional units	Number of interactional units that use SL phrases	Percentage
Episode 1	7	1	14
Episode 2	10	6	60

Fig. 5.5 Number of interactional units within the 3 episodes of Castle School talk that include student linking phrases (Wolf et al, 2006)

Within these episodes, anaphoric references/pupil linking phrases were used on 1 and 6 occasions respectively which represented 14% and 60% of interactional units. As before, these phrases were both appropriated from those formally modelled by the teacher and more informally indicated. This is a similar picture to both St Bede's and Gowling and, once again, the pupils signalled reciprocity through their ability to sustain thematic continuity across the episodes of talk.

However, like St Bede's and unlike Gowling, pupil overlaps and latches were frequent, occurring in 18 and 20 turns respectively. These overlaps merit further analysis in order to make sense of the extent to which they demonstrated commitment to reciprocity or otherwise. Consider the following:

Extract 5.17 "Would you rather be an actor or a teacher?"
The teacher and pupils have been discussing the above question and the teacher is just about to introduce a point related to the perils of being an out-of-work actor.

Line Number	Speaker	Message Unit
1	Teacher	OK so what would happen if - if we go back to what Megan was saying about being an actor or actress and earning lots and lots of money
2		how about if suddenly you were very famous and earned lots of money and the next week another new actress younger even more beautiful came along and suddenly you were out of work
3		and you had no job and == no money?
4	Penny	== yeh you've spent all your money on like == clothes
5	Teacher	== yeh
6	Penny	because you thought you were going to get richer and richer=
7	Teacher	and you're a broke ==actor
8	Penny	== yeh
9	Teacher	so then would you consider being a teacher and if so would that be second best?

[C2: 1-9]

Unlike the disputational overlaps of St Bede's school, the above overlaps show how ideational cumulation is maintained through grammatical construction which is shared between teacher and pupil and response participles in the form of backchannel overlaps (positive interactional moves) (Coates, 1994). Without explicitly indicating an intention to cumulate through the adoption of the 'build on phrases' which the teacher had introduced at the start of the project, the teacher and Phoebe cumulated as follows:

Line	Speaker	Interactional Message
1-3	T	What if you were an out-of-work actor and had no money and …
4&5	T/Penny	because it was spent on clothes…
6	Penny	because you thought you were going to get rich…
7&8	T/Penny	but instead you are poor (broke)
9	T	would you consider being a teacher then?

Fig. 5.6 Tracking of thematic continuity within lines 1-9 of Transcript 7.

Here thematic continuity (as modelled and, thus, encouraged by the teacher in this example) was forefronted and explicit linguistic signalling (in the form of anaphoric references) was backgrounded; content was prioritised over adherence to the linguistic conventions the teacher had taught; and reciprocity, although appearing disorderly, was maintained.

In another example from the second episode, the girls again worked together to co-construct meaning such that content (thematic continuity) was prioritised over form (linguistic signalling). They were discussing the merits of creating a god that would be half man and half woman and, as such, could assume what they perceived to be the best of feminine and masculine traits:

Extract 5.18 "Designing a Greek God?"
The pupils have been asked to draw on their knowledge of Greek gods and goddesses to design their own Greek god to be used as the main character in a piece of fictional writing. They have jointly concluded that a god that is half man and half woman would be a good idea and are beginning a discussion of their associated reasoning for this choice.

Line Number	Speaker	Message Unit
1	Emma	yeh 'cos like um I don't know why but women always do the == cleaning
2	Mary	== mm
3	Emma	and the washing and the boys just do like the fixing and the laying about and the == sleeping
4	Penny	== and the sitting and the footballing and then like = (grins at Ella and passes back the turn)
5	Emma	= women just have to stay at home =
6	Penny	= and then just like do washing and like drying but then it would be sort of like combined = (directed at teacher)
7	Mary	= yeh

[C3: 61-66]

The implications of overlaps as back-channelling, evident in the above extracts, as indications of positive polarity (Coates, 1994) will be considered in detail in the next chapter. For now, an analysis of these extracts will focus on how they might be understood in relation to reciprocity as a desirable characteristic of dialogic talk.

In this extract, the children are clearly listening to one another and working together to co-construct a list of 'things women and men do'. The idea that women act as housewives whilst men do little to help is initiated by Emma and playfully cumulated/extended by Mary and Penny. The latch at the end of lines 4 and 5 demonstrates Penny and Emma co-constructing their understanding through simultaneous talk of a kind that "does not threaten comprehension, but on the contrary permits a more multilayered development of topics" (Coates, 1994, p. 183). Finally, Penny concludes the jointly constructed exploration of male and female roles by drawing the listener's attention to the relationship between the point of discussion in lines 1 to 6 and the teacher's original intention for the children to design an ideal Greek God – line 7. Davies (2003) reminds us that such co-construction of ideas and "high level of grammatical concord" (p. 122) demonstrates not competition for the floor but the joint construction of a text "passed seamlessly from speaker to speaker" (p. 122) is typical of girls' classroom talk.   This sense of reciprocity is frequently occurring throughout both episodes of talk, although it must be noted that the group size for this

episodes of talk (3 pupils) was small in comparison with those of Gowling and Castle Schools.

Pupil-to-pupil questioning, a characteristic of reciprocity (Alexander, 2010), was more evident in Castle school than the other schools.   In the classroom of Castle School the girls demonstrated confidence in assuming their right to ask peer-to-peer questions rather than directing their contributions to discussion through the teacher; however, this was more evident in the first episode where 8 of the 47 (17%) pupil moves were pupil-to-pupil questions compared with only 2 of 40 (5%) in the second episode.   An example of where pupils demonstrated effective uptake (Nystrand et al, 2001), thus demonstrating cumulation is as follows:

Extract 5.19 "Would you rather be an actor or a teacher?"
The teacher and pupils have been discussing the above question and Mary has been asked whether, in light of the perils of being a broke actor, she would consider being a teacher.

Line Number	Speaker	Message Unit
1	Mary	um, well for me it would probably be my third because like
2	Jemma	why?
3	Mary	because like, I have like - if I did like Penny just said I'd like prefer something else
4		not that I don't want to be a teacher or anything
5	Alice	but what do you mean by that?
6	Mary	well, well like I'd have other jobs in mind like before I start acting in case it didn't work out
7	Alice	what would happen if you didn't get those jobs?
8	Mary	u..m
9	Alice	when you were gonna um - when you were gonna think about going into them?
10	Mary	what like, yeh um - well I'd just like, try and make like a living at home really
11		then you'd get SOME == money
12	Penny	== how?
13	Mary	and when you get some == money
14	Penny	== how would you do that?
15	Mary	I don't know
16		like you could like do like
17	Penny	I suppose you could run your own == business?
18	Alice	==yeh
19	Jemma	== yeh that's what my mum does

[C2: 10-28]

Here the turns are passed between pupil and pupil, with a number of pupils asking questions. Whilst pupil-to-pupil uptake is clearly desirable within dialogic talk, this talk appears to demonstrate Mercer's (1995, 2005) less desirable characteristics of cumulative talk since the pupils work together to generate ideas but evidence of reasoning and justification is limited.

5.4.4 Demonstrations of Reasoning within the Talk

However, elsewhere within the two episodes, the Castle pupils showed that they were able to share their reasoning through the adoption of elaborated code to make explicit their understanding. As previously, the pupils often utilised student thinking phrases (Wolf et al, 2006) to share their reasoning with the group:

	Total number of interactional units that include a pupil speaking	Number of interactional units that include independent Re	Percentage
Episode 1	7	5	71
Episode 2	10	9	90

Fig. 5.7 Number of interactional units within the 3 episodes of Castle School talk that include pupil reasoning (Alexander, 2010; Wolf et al, 2006)[12]

The above appears to demonstrate high levels of pupil reasoning across the interactional units. However, whilst the pupils made use of student thinking phrases and used conditional clauses to suggest reasoned relationships between ideas, these were rarely used to justify a point of curriculum knowledge. Rather, they were used to speculate, establish a scenario or share an opinion. For example:

Extract 5.20 "Would you rather be an actor or a teacher?"
The teacher and pupils have been discussing the above question and Mary has been asked whether, in light of the perils of being a broke actor, she would consider being a teacher.

---

[12] Reasoning was not counted if it was initiated by a teacher prompt. Reasoning sustained over more than one turn was counted once only.

Line Number	Speaker	Message Unit
1	Teacher	so then would you consider being a teacher and if so would that be second best?
2	Mary	um, well for me it would probably be my third because like
3	Jemma	Why?
4	Mary	because like, I have like - if I did like Phoebe just said I'd like prefer something else
5		not that I don't want to be a teacher or anything

[C2: 7-11]

Whilst Mary does offer justification (prompted by Jemma), her reasoning is simply related to her opinion/preferences. Wolf et al (2006) note that accountable talk, that which is accountable to both reasoning and knowledge, is a feature of dialogic talk. Considered in this light, none of the examples of reasoning in the first episode are accountable to curricular knowledge and, whilst some examples in the second episode are, a number of examples of reasoning simply serve to support a pupil opinion or the generation of ideas. Consider Mary's response, explaining why she thinks the creation of a Greek god that is half man and half woman is a good idea:

Extract 5.21 "Designing a Greek God?"
The pupils have been asked to draw on their knowledge of Greek gods and goddesses to design their own Greek god to be used as the main character in a piece of fictional writing. They have jointly concluded that a god that is half man and half woman would be good ideas and are beginning a discussion of their associated reasoning for this choice.

Line Number	Speaker	Message Unit
1	Mary	and then like 'cos it's like just one if it was a goddess it's a god so it like like rules kind of the world kind of thing
2		so then I think if they had that as a god then I think people would get along much better
3		because they wouldn't think there's right or wrong thing if you get what I mean and that?
4		because like men wouldn't think they're like most best because they would know that their god is half women as well
5		so then they would maybe respect the other, like the women better
6		so that's why I think it's a good idea (directed to P & E gesturing up and down with hand)

[C3: 34-39]

Whilst Mary offers a well-reasoned argument for the possible design of a Greek God, adopting elaborated code to make explicit her reasoning, she demonstrates no accountability to accurate curriculum knowledge. As such, it might be argued that the reasoning within such interactions is not dialogic in Alexander's (2010) pedagogical sense since it lacks the purposefulness required for dialogic talk – the educational goal of the talk is insufficiently explicit to ensure a "'handover' of concepts and principles" (p. 30).   As Alexander (2010: 49) reminds us, "It's all very well to provide a lively extended discussion but should we not ask where it leads?".

5.4.5 The Conduct and Ethos of Dialogic Talk: reciprocity, collectivity & supportiveness

As Gowling, The Castle extracts appear to demonstrate the first three of Alexander's (2010) principles related to the conduct and ethos of dialogic talk: reciprocity, was often exemplified in the teacher and children's talk (see above); collectivity was clearly evident; and the talk was supportive (since children were keen to offer extended contributions and the talk was free from dismissive or unkind comments). In fact, frequent pupil use of backchannel moves of the sort described above and co-construction of meaning through grammatically concordant overlaps are understood by Davies (2006) to indicate a sense of solidarity created "not just the semantic content of (their) utterances, but through the use of coherent grammatical structures" (p. 121). The remainder of this section will focus on the way in which the teacher and pupils responded to the dialogic requirements of purposefulness and cumulation.

5.4.6 The Content of Dialogic Talk: purposefulness and cumulation

The way in which the teacher used the pivot move (Sharpe, 2008) to uptake (Nystrand et al, 2001) on pupil contributions and thus facilitate cumulation of ideas (Alexander, 2005, 2010) is summarised in Appendix R and analysed below.

5.4.7 Teacher Cues for Cumulation

In the two episodes of talk, the Castle School teacher only once made use of phrases designed to raise the children's awareness of the act of talking itself (teacher linking phrases (Wolf et al, 2006)) and, in doing so, to scaffold the children towards cumulation or reciprocity. Rather than adopting an approach which explicitly invited pupils to cumulate the idea of another pupil or to introduce an alternative viewpoint, the teacher often made use of questioning to invite pupil's contributions or to suggest how an idea might be developed i.e. to steer purposeful learning talk (Alexander, 2010), for example, "What do you think Mary?" [C3:10] or "So is it a good idea then when you are thinking about your career. Is it a good idea maybe to have more options would you say?" [C2: 29-30]. Such steering questions accounted for 50% of teacher moves in the first episode of talk and 8% in the second episode.

5.4.8 Teacher Probes and Challenges for Cumulation

The Castle School teacher made no use of probes in the first episode and 3 (out of 13 moves) in the second. All of the probes were in the form of challenge for justification. On all occasions, the uptake served as a form of teacher cumulation, requiring the pupil to expand upon or extend a previous point.

5.4.9 Teacher Revoicing and Repeating to Summarise Pupil Views

The Castle teacher did not make use of revoicing of pupil contributions in either of the episodes. As such she neither recapped an individual's contribution in order to raise others' awareness of a pertinent learning point; neither did she draw together a range of views at a key point in the discussion through summarisation.

5.4.10   Teacher Demonstrations of a Dialogic Disposition

As previously, the Castle teacher began both episodes by reminding the children of the communicative norms and expectations for participating in dialogic talk (Lefstein, 2006), reinforcing the agreed ground rules for talk and indicating to the children her intention to proceed into a period of dialogic talk.

In the first episode the teacher participated in only two interactional units, the first (initiating question) and the third, uptaking previous comments by asking three steering questions to the group. It is clear that the teacher did not dominate the talk, was willing to undermine her own content authority (Lefstein, 2006) and was committed to creating a context within which pupils might develop/cumulate one another's contributions (as is evidenced in the high number of pupil-to-pupil questions). However, whilst she demonstrated a dialogic disposition by eliciting a range of pupil contributions, she did not step in at key points to summarise these with a view to purposefully steering the discussion; thus, in places the talk was more cumulative (Mercer, 1995, 2005) than dialogic in nature. As with the Gowling teacher, the lack of teacher intervention seems to suggest that the teacher had assumed the role of facilitator rather than that of a guiding adult (Lefstein, 2006).

In the second episode, teacher voice is present in all but one of the interactional units. Teacher voice and content authority still did not dominate (reinforced by the use of the plural pronoun in lines 47-53), and the teacher elicited a range of pupil views until turn 23 where she began to move between steering questions, probes and scaffold prompts to guide the pupils' thinking.   Within this episode the teacher's dialogic disposition was maintained; however, she assumed more of a position of a guiding adult rather than facilitator of the discourse.

An analysis of the percentage of positively dialogic teacher moves in these episodes (understood as genuine summary, exposition, steering questions, probes, teacher linking phrases and low control acknowledging moves)

demonstrated 50% (all of the moves being steering questions) in the first episode and 53% in the second (a range of moves).

5.4.11   Enriching the Discourse Data

The contextualisation data of the teacher interviews and ethnographic data sheds light on the ways in which the teacher was seeking to enact discourse within situated practice and, as such, enriches an understanding of her journey towards dialogic teaching.

The linguistic analysis suggests some progress against the indicators of dialogic teaching. Whilst the teacher's use of positively dialogic moves was similar across the episodes, it did account for more than 50% of moves. Furthermore, the teacher did appear to demonstrate a dialogic disposition, and the first episode contained a high number of pupil-to-pupil questions indicating both reciprocity and pupil cumulation. However, a lack of purposefulness at points in the discussions appeared to undermine their dialogic potential.

The interviews, action planning and ethnographic data further enrich this picture and shed light on the decisions the teacher was making across the course of the project.

This teacher's first action plan addressed the need to focus on pupils offering reasoning and justification for their views and encouraging pupils to use student linking phrases (referred to within the project as 'build-on' phrases). However, an extract from my field notes made subsequent to the first instance of shared analysis was as follows:

> Val is reluctant to extend dialogic talk beyond the PSHE curriculum and this is something that her mentor has discussed with her and feels should be the next step development…she seems to have low expectations in terms of how quickly the children might acquire the skills for dialogic talk and in her action planning notes that children can only begin to address part of each of rules (principles) at a time [C7 Researcher notes 8 April, 2011].

At this point in the research I had felt that I needed to encourage Val to consider how dialogic talk might be embedded within the wider curriculum in order to be fully accountable to knowledge. When asked about this in her final interview Val noted that dialogic talk sits really well in PSHE which she understood to be "a good way in to it…an easier way into it" [C6]. She later commented:

> if you are trying to find a space to validate your decision and say, "right in this lesson this is what we are going to do", then PSHE is a brilliant place to get it because it is all about relationships and how we treat each other; and we talk about being respectful and the rules and how you talk with each other and the way that you communicate. Then it's a natural place for it.

[C6]

This is a point I explore in greater detail in 5.6. It is interesting to note here that the values underpinning the talk described by the teacher do not emphasise dialogism in its fullest sense since they focus on the conduct and ethos of talk and pay less regard to content (Alexander, 2010). Interestingly, when asked to rate the impact of the research project upon dialogic talk in her classroom, Val said that it had been somewhere between some and significant; the Gowling and St Bede's teachers had identified the impact as 'some'. However, unlike the quite specific indicators of progress identified by the teachers of Gowling and St Bede's schools (see previous), the Castle teacher did not refer to specific indicators such as probes, prompts or pupil-to-pupil questions. The teacher's foregrounding of conduct and backgrounding of content and the specific skills required of dialogic talk accords with the values espoused in her initial interview.

Following the second shared analysis, I shared an example teacher-pupil talk (Chapin et al, 2003, see Appendix T) with Val and, through this we explored the way in which dialogic talk might be embedded within a knowledge-accountable curriculum subject. For the second action plan, Val and I identified the following:

1. Try out dialogic talk within the context of a subject (such as Maths) which is more accountable to knowledge. You may even try opening up talk through the use of a more closed question (as in the example we looked at, 'is 24 an odd or even number?').
2. Continue to be conscious of *your* talk moves as these are what makes the talk dialogic rather than just extended:
   - when to probe a child to explore an idea further/justify their thinking;
   - when to steer the talk through *questioning* to ensure that one eye is always kept on the learning intention;
   - when to ask another child to explain what has been said by another child;
   - when to invite a build on or nominate a child to speak.

Whilst the teacher did continue to focus on developing dialogic talk in her classroom and talked with me about a Maths lesson she had taught addressing the question 'Is 31 a prime number?', this could not be included in the research as it was undertaken with pupils who had not given consent to participate.

As with the Gowling and St Bede's teachers, the interview, audio-journal and discourse data sheds light on the way in which the Castle teacher enacted and made sense of the challenges of dialogic talk over the period of field work. Her starting point was different, thus her challenges and successes were different and, whilst there were a number of ways in which the episodes of talk did not meet the expectations embedded in Alexander's (2010) five principles, the Castle teacher was also satisfied that she had begun her journey towards dialogic teaching. When asked if she intended to continue to focus on developing dialogic talk in the next academic year she noted, "Definitely, without a shadow of a doubt" [C6].

5.5   Teacher Reflections upon the Impact of the Dialogic Research Approach

This research aimed to identify whether a dialogic approach to teacher professional development facilitated teacher self-review/evaluation as a means of developing a more dialogic classroom. The above analysis has sought to shed light on the detail of interactions within the research classrooms (and to what extent they were dialogic) as revealed through the

discourse data and contextualised through the teacher interviews, ethnographic insights and audio-journals. This section will address the part of this question which focuses on the teacher perceptions of the impact of the dialogic research approach itself. It will do this with specific reference to the final teacher interviews.

All of the teachers recognised the value of shared transcription and analysis, specifically the discussion surrounding the content of teacher-pupil talk within the transcript. One teacher's explanation of the transcription, analysis and reflection process represented their jointly held views. She noted that dividing the work of transcription, analysis and reflection slowed down the process "because you can step outside yourself and you can be reflective and then move forward" [C6]. She noted that analysis is "the key part because that is where the discovery happens. And then you would set your next step" [C6]. This discovery through dialogic discussion had been a key motivator for me at the start of the research.

I was also intrigued by a comment from Deborah about the rewinding and replaying of the video that was a necessary part of the transcription process. She noted that if I had asked her to reflect upon her teaching without the video, "I wouldn't have had a clue what I had done or what they had said" [SB8]. Now acutely aware of how the images had inspired our shared conversations, I was struck by all those occasions when I had sat with a student or experienced teacher asking him/her to reflect upon a lesson taught and children's learning and how often I had been disappointed by the apparent lack of insight and reflection. Deborah also noted of the shared transcription and analysis:

> Collaborative recording and looking at it and transcribing is hugely useful. If I had done that by myself I don't think I would have learned anything…I would have seen things there that weren't there. I would have missed things that were there, and having someone who has actually got a bit of experience and knows what they are talking about looking back at it is massively useful [SB8].

And Natalie commented that:

the dialogic research that we are doing has allowed me to find more characteristics that I can home in on, so that I can understand dialogic talk better and promote dialogic talk rather than just talk… I think this research has allowed me to fine tune dialogic talk from just talk. Well not completely fine tune, but it's helping me on the way to fine tune and to use talk probably more proactively than I would have done [G8].

When asked to comment upon whether the learning process would have had the same impact without the dialogic discussion, Deborah noted:

There are things that I could read but without you probing me I wouldn't have understood…that has been the key factor for professional development...you can't do it on your own. You can't learn from it on your own [SB8].

With regard to this process of shared transcription and dialogic analysis it had become clear to me that, as Nystrand notes, understanding how classroom discourse unfolds and teachers' and pupils' constitutive role in the process, had helped the teachers to "gain informed control over how they interact with students" (Nystrand et al, 2001, p. 47).

When asked whether discussion about the videos needed to be with a researcher, Natalie was clear in her view that the discussion needed to take place with someone who had a good understanding of dialogic talk, suggesting that such discussions would be valuable as part of ongoing professional development within which teachers undertook twice-yearly shared transcription and analysis of their teaching. Deborah concluded likewise that shared analysis would be valuable as part of ongoing professional development, although she noted that as long as the teachers working together understood the features of dialogic teaching and goals were clearly agreed, these teachers need not have a particular expertise in dialogic teaching.

5.6   Teacher Reflections on the Inhibitors and Facilitators of Dialogic Talk

The second research question sought to identify the factors that inhibit/enable dialogic teaching in the Primary classroom and how these

might these be overcome/exploited within professional development dialogue to engender dialogic interactions in the classroom. Whilst this question has been addressed in part by the above discourse analysis which has explored those talk moves which maximise or hinder dialogic talk in the classroom, I was also keen to seek out the teachers' views as to those factors which they considered to be supportive of dialogic talk and those that might inhibit it.

All of the teachers considered time to be an inhibiting factor. Between them, they identified the challenges of finding time to: review their planning thoroughly to identify opportunities for dialogic talk within plans; phrase a genuine and purposeful initial question that would engender dialogic talk; teach, practise and reinforce the skills with their pupils; and reflect upon their own developing skills. Whilst all of the teachers commented upon the value of the practices listed, Val noted of transcribing and analysing the videos, "in a realistic sense outside of a research project I don't think that would happen" [C6]. Deborah noted of finding time, "I never get everything done. There is never going to be a time where I get everything done" [SB8].

Selecting a knowledge-accountable context which best affords purposefulness and cumulation was also an inhibitor for the teachers in the early stages of the project. Natalie noted that choosing the 'right' lesson was important but that her initial desire had been to situate her attempts at dialogic talk within PSHE; this had been the case for all of the teachers. Reflecting upon this decision she noted, "my initial thoughts were really that it needs to lean itself to something really open like PSHE where you might be talking about feelings and things like that so everybody has their own interpretation" [G8]. Reflecting upon how she had recently progressed to using dialogic talk strategies in Maths lessons, she noted that this was far more challenging, "there is absolutely no way I could have done it straight off, even with a small group" [G8]. The challenge of situating dialogic talk within subjects accountable to knowledge had also shed light on a facilitator of dialogic talk since, as the teachers had practised their skills in PSHE so they, and the children, had acquired skills that, by the end of the project, they

were beginning to apply in subjects such as Maths and Geography. Whilst Alexander (2010) is clear that dialogic talk must be more than a lively, extended discussion, he also recommends that teachers "might concentrate first on getting the ethos and dynamics right" (Alexander, 2010, p. 52) - that is making talk collective, supportive and reciprocal. He goes on to note, "in those classrooms where these conditions and qualities are established, we can attend much more to the other two principles" (p. 52). Instinctively, this is what the teachers participating in this project had done. However, as the researcher looking in on the three schools, it was clear to me that only at the end of the project were the teachers beginning to apply their developing dialogic talk skills in subjects that were fully accountable to knowledge. I was, however, reassured by the reminder that "getting a true discussion going, it seems to us, is like building a fire. With enough kindling of the right sort, accompanied by patience, ignition is possible, though perhaps not on the first or second try" (Nystrand et al, 2001, p. 7).

Children's out-of-school experiences of language was seen by one of the teachers as an inhibitor whilst another regarded this as an enabler. Whilst Val did not comment on family background as a facilitator, Natalie regarded her pupils' backgrounds to be facilitative of her classroom attempts at dialogic talk. She noted how most of the pupils in her focus group came from articulate families where communication was valued and the children were spoken to often by their parents. Conversely, Deborah noted that she felt she had started much further behind the other teachers in the project because of her pupils' backgrounds. Whilst she was keen to stress that she did not disrespect the pupils' backgrounds, she felt that she had first needed to teach her pupils the conventions of turn taking in conversation and how and why not to interrupt before they could begin with dialogic talk. Relating this to the pupils' out-of-school interactional experiences, she noted:

> I think originally if you asked them "why do we have discussions?" they might say something like, "so you can tell people what you think". And that is kind of their basic understanding of it. I get my opinion out and you all listen to me. So now I think they are a lovely class and they do care about each other and they are willing to listen to each other

> now…I think nobody necessarily asks them. They might get
> asked their opinion possibly, but they won't necessarily be
> asked to think about why they think that or any further
> questions [SB8].

Later in the interview she reflected upon her own skills in responding to pupil comments noting how she had progressed from talking all the time to "helping them to develop their points further" [SB8].

When reflecting upon the facilitators of dialogic talk in their classrooms all of the teachers commented that their university experience had been influential in developing their commitment to and understanding of dialogic talk. Commenting upon working with me previously as her academic advisor, Deborah noted:

> I remember the kinds of questions you used to ask me...it's
> pushing you to think more and not just to be satisfied with the
> first answer you have given, to then go further. And I think
> there is a lot of that in (name of University)… I've had the
> experience of what discussion is like when it works [SB8].

All of the teachers also commented that talk being valued in their school had been a facilitator of developing dialogic talk in their classrooms; they noted that they had been encouraged to participate in the project by their mentors/head teachers because these staff had recognised talk as being important. Natalie regularly referred to talk as a key skill that was promoted in her school and Deborah recognised that her school ethos prioritised talk, in light of the school catchment, as a skill that needed to be developed; as such the school promoted a "positive ethos around talking" [SB8]. Throughout all conversations with Val there was a strong sense that she recognised her school to be a place that valued pupil voice; and when commenting on factors that might facilitate the success of dialogic talk in a classroom she noted, "you have to invest in it, you have to care about it" [C6]. Nystrand et al (2001) suggest that teachers play a key role in "moving a classroom into dialogic modes" (p. 6) and that this requires both commitment and skills on the part of the teacher.

When drawn together with the inhibitors and enablers of dialogic talk in the discourse analysis, the interview data sheds light on these teachers lived-out experiences of doing dialogic talk in their classrooms. The challenges they faced and factors which enabled them to begin to demonstrate and facilitate dialogic interactions have implications for practice. Whilst the participant sample for this research was small and offered only a snapshot of what will hopefully become a much longer journey for these teachers, its relevance for other NQTs and implications for my practice as a teacher educator will be drawn out in the conclusions of this research and recommendations in Chapter 8. However, before the analysis is complete it must address the third research question.

5.7   Conclusion

In this chapter I have analysed the recorded extracts of talk for each of the schools in light of the teacher interviews and audio-journals. In doing so I sought to address the initial research question by first analysing the extent to which the recorded extracts evidenced characteristics of dialogic talk. I then considered the completed discourse analysis in light of the participant teachers' perceptions of the way in which the talk in their classrooms had been influenced by the intervention. In addressing the second research question I returned to the teacher post-project interviews drawing out key themes related to their perceptions of the inhibitors and enablers of dialogic talk in the classroom. In the next chapter I will address the third research question, 'How do children exercise agency through the ways in which they participate in classroom discourse, and what does such participation reveal about pupil alignment to the teacher-preferred Discourse (Gee, 2011) of dialogic teaching?'. In doing so, I will return to the inhibitors and enablers of dialogic talk with a view to shedding light on how pupils' agentive acts might influence these.

Chapter 6. Third Stage Analysis

6.1 Introduction

In this chapter, I seek to address the final research question which arose as a result of second-stage analysis of the transcripts. This question asks, 'how do children exercise agency through the ways in which they participate in classroom discourse, and what does such participation reveal about pupil alignment to the teacher-preferred Discourse (Gee, 2011) of dialogic teaching?' As such, I consider how displays of knowledge, pupil regulation of peer interaction and appropriation (or otherwise) of the teacher-preferred discourse conventions enabled pupils to agentively position themselves in relation to the teacher's dialogic talk agenda and, in doing so, stabilise or resist the genre. I also consider the way in which some pupils used talk to undertake interpersonal or identity work during classroom sessions whilst appearing to remain learning-focused, thus foregrounding different identities (Maybin, 2006) at points within the talk.

Bloome et al (2010) note that group-shared concepts of personhood provide individuals with models for appropriate action, self-awareness and a structuring of the social order, so that group members "establish a working consensus for how they define each other" (Bloome et al, 2010, p.3). Holland et al (1998) note that, through the appropriation of cultural artefacts (for example spoken genres) within such groups, an individual can consciously position or author him/herself in relation to competing discourses. As such, through agentive acts in the way that artefacts are appropriated or otherwise, the individual "rather than simply being socialised into the norms of a social group" (Rampton, 2006, p. 12) can choose how to act in relation to the group-shared understanding of personhood.   Rampton understands this process as the assembling of self (p. 21) or identity production situated within a purposeful struggle for power within the classroom.   Within this context, situated practice affords socially situated identity where the individual enacts identity which is understood to be responsive to the immediate context (Gee, 2011). As such, within the group context individuals engage in recognition work, the business of recognising

others as a particular type of person and trying to "make visible to themselves and others who they are and what they're doing" (p. 29). For all of these authors, recognition work is undertaken through verbal and non-verbal interactions.

During the second stage of analysis, it became clear to me that whilst the focus had been on the ways in which the teachers and pupils of the research classrooms had enacted a journey towards dialogic teaching, there were clearly extracts within the classroom discourse that evidenced that the pupils were engaged in interactional acts that embedded recognition work that appeared unrelated to dialogic talk. These agentive acts appeared at times to supplement, stabilise and even resist the business of doing dialogic talk. In response to Maybin (2006) and Rampton (2006), I became aware that within the transcripts some children appeared to be demonstrating a "dual orientation" (Maybin, 2006, p. 157) to both the teacher drive for dialogic talk and doing interpersonal work. As such, they seemed to demonstrate an ability to look both ways (Rampton, 2006), aligning themselves simultaneously to schooled Discourses (Gee, 2011) and the Discourses of their personal lives within and beyond school. Whilst this had not been my initial research interest, it was clear to me that to ignore these extracts within my data or to choose only to understand them from the perspective of dialogic talk would demonstrate dishonesty to the data. Being open to seeing the data from a different angle of repose (Richardson and St, Pierre, 2005), I set aside the lens of dialogic talk to analyse the data from the perspective of a few of the pupils.

6.2   Appropriating Popular Culture Motifs in Gowling School

There were extracts within the episodes of talk in both Gowling and St Bede's school where some pupils appeared to successfully align themselves to both the teacher-preferred Discourse of doing dialogic and presentations of self through their appropriation of popular culture motifs within this context. Pupils across all the class groups and genders negotiated personal interests into dialogic talk and "were able to show through their familiarity

with language of the 'outside world' that they were part of it." (Davies, 2006, p.128) In the example below and other extracts (see also Extracts 5.1, 5.2 and 5.3), the Gowling pupils enacted an allegiance to a 'schooled' understanding of learning to read whilst at the same time enacting identities of 'someone who understands football', or 'someone who, even though she is eight years old, knows how to use Facebook'. Football (a theme that was introduced by the teacher) was picked up and carried as a popular culture motif throughout the 'Learning to Read' discussion. Consider the following:

Extract 6.1 "Learning to Read"
The teacher and children have been discussing the importance of learning to read as a life skill for securing good academic grades and future employment. Up to this point, the focus has been on academic grades and employment such as working on a building site or in a bank.

Line Number	Speaker	Message Unit
1	Andrew	well you - you might need to read a LITTLE bit, a LITTLE bit
2		you don't need to read a lot because you're playing football =
3	Natalie (T)	= right =
4	Andrew	= but I think you need to read a LITTLE bit
5		because if you like had, um like, something if you like wanted to stay stay at the football team you need to like sign a cheque?
6	Natalie (T)	sign a cheque? =
7	Andrew	= that you want to == stay
8	Natalie (T)	== or a CONTRACT, when you have to sign a contract to stay with somebody
9		anybody got anything to add to that? (Lizzie makes 'ooh' face and waggles hand)
10		Luke
11	Luke	well it's not directly to what Andrew said
12		but when when they show the boards for football and you substitute you need to read the numbers to see if you're coming on, coming on next (Eva and John hands up)
13	Natalie (T)	A..H OK I hadn't thought that of one (Emma and Brandon's hands goes up)
14		OK so you have to read the numbers OK
15		go on John
16	John	If someone came up to you when you were a professional athlete, like you were saying, what about if they asked you to sign something?
17		You'd have - If they asked you to write something on their football or something then you'd have to know how to spell it If some fan of the player came up to you and said can you please sign my ball (Emma/Eva/Andrew/ hands stay up)

[G6: 108-124]

Here the pupils succeed in demonstrating their understanding of the need for footballers to sign contracts (and footballs) as well as read substitution boards. In a later section of this extract Andrew adds to this knowledge display with reference to the whiteboard used by the manager for a team strategy talk. Whilst there is limited explicit evidence of pupil cumulation in this extract (e.g. use of student linking phrases or pupil-to-pupil questions), thematic cohesion is maintained through the sustained focus on football, and pupils explain their reasoning for the link between their suggestions of 'football' activities and learning to read. As such, the pupils simultaneously align to the schooled Discourse (learning to read is important as are displays of reciprocity (line 11) and reasoning) and the popular culture Discourse of being a football fan. The teacher description of these pupils (see Appendix A), supplemented by ongoing discussions throughout the intervention period, make clear that all of the boys in this group were good friends and all enjoyed playing football together, watching football on television and talking about football. By displaying their knowledge of and commitment to both Discourses (appropriating the relevant cultural artefacts) the pupils appear able to agentively align themselves both to "school achievement with its associated genre and identities on the one hand, and also towards a parallel world of popular culture, with alternative models of identity, preferred relationships and authoritative knowledge on the other" (Maybin, 2006, p. 155). By adopting these simultaneous I-positions (Akkerman and Meijer, 2011), the pupils engage in recognition work (Gee, 2011) reconstructing their public identities in order to "make visible to themselves and others who they are" (p. 29) as both football (or Facebook) fans and pupils doing dialogic talk.

Popular culture motifs were not appropriated in the first extract; however, football was integrated in to the Maths talk about angles in the second extract of Gowling talk. The question that inevitably arises from this analysis is why these pupils might have chosen to maintain their simultaneous focus on schooled and popular culture Discourses. Since data collection did not extend to seeking out pupil interpretations of the data (I had initially sought to focus on the teachers' interpretations), literature might shed some light on this matter.

Maybin (2006), Rampton (2006) and Kamberelis (2001) all note that the appropriation of the conventions of a speech genre require the speaker, to a greater or lesser extent, to inhabit its ideologies. Whilst these pupils had appropriated popular culture motifs within the class context of doing dialogic talk, they had also appropriated the teacher-preferred ways of talking (such as use of anaphoric references/student linking phrases and displays of reasoning). It is possible that, through teacher modelling, teacher linking phrases and reminders about the use of student linking phrases ('build-on' phrases) repetition had become appropriation (Maybin, 2006) of the Discourse of doing dialogic talk. As such, the pupils might be understood to have been encultured into the spoken genre and its associated ideologies by being "institutionally and generically trained through participation in classroom dialogue" (p. 148). Alternatively, such simultaneous displays might demonstrate procedural display of dialogic characteristics rather than principled engagement with its ideologies (Maybin, 2006). Alternatively, in light of Candela's (1999) suggestion that all interactions negotiate the business of "vying for local rank" (p. 42), the question that must be considered is why these pupils appear to be so willing to appropriate the teacher-modelled interactional behaviours of dialogic talk. Consideration of the St Bede's pupils' interactions may help to shed some light on this.

6.3   Appropriating Macho Motifs in St Bede's School

Sections 5.3.4 and 5.3.5 have already discussed the way in which some boys within the St Bede's class group forefronted knowledge display and, in doing so, backgrounded dialogic talk behaviours and dispositions.   These boys also adopted "carefully chosen emblems…to accentuate familiarity with macho motifs" (Davies, 2006, p.128). In their discussions about authority and Macbeth they demonstrated their (somewhat limited) familiarity with: the law – "you can't buy fags if you're under eighteen" [Alf, SB2: 28]; lawyers – "that's to help you get money" [Tyrone, SB2: 9]; the name of the President of the United States [John, Tyrone and Alf, SB2: 33-35]; and the importance of wearing a helmet in battle – "idiot" [Jack, SB4:16]. These demonstrations of knowledge are reminiscent of Davies' boys who, by appropriating macho

motifs were able to "build relationships on shared understandings from without rather than from within themselves" (Davies, 2006, p. 128). These displays of knowledge and overlaps/interruptions were often accompanied by non-verbal communication (a sideways glance, a smirk or pretence to be stabbing someone accompanied by a 'dying' sound) that made clear that the pupils understood these interactional acts to be 'at odds' with the teacher-preferred way of interacting. At times the pupils were corrected by the teacher for such acts and this was often accompanied by an apology. Furthermore, whilst limited and fairly moderate, the use of slang (such as fags) and insults (criticising another pupil for being ginger) appeared to provide an interpersonal resource that enabled the interactants "to indicate degrees of identification with each other and with an alternative reality" and simultaneous "disidentification with the dominant reality" (Eggins and Slade, 1997, p. 154).

6.4   Acts of Resistance and Stabilisation of Dialogic Talk

The presence of the above interactional behaviours (that were at odds with those dialogic behaviours that had been regularly promoted by the teacher) strongly contrasted with the apparent compliance of the Gowling pupils. Some St Bede's pupils (interestingly all boys) appeared to engage in interactional acts which deviated from the teacher-preferred spoken genre, rejecting this in favour of an alternative way of speaking and interacting (Rampton, 2006). Rampton notes that when speakers reject generic requirements in favour of alternative ways of speaking/acting, the speakers' acts of creativity (deviation from the genre) serve to resist the dominance of the genre. Returning to Candela's (1999) point that interactions negotiate the business of "vying for local rank" (p. 42), it is possible that the political struggle in the St Bede's classroom entailed some parties (the teacher and some children) trying to hold together the teacher modelled and reinforced conventions of dialogic talk and others seeking to prise them apart (Rampton, 2006). However, the question still remains, why do some pupils appear to be so willing to appropriate the teacher-modelled interactional behaviours of dialogic talk whilst others appear resistant?

If the research classrooms within this project are conceived of as figured worlds - a "socially and culturally constructed realm of interpretation in which particular characters and actors are recognized, significance is assigned to certain acts, and particular outcomes are valued over others" (Holland et al, 1998, p. 52), then the reason for some pupils' compliance and others' resistance might be found here. In the teachers' and pupils' journeys towards dialogic talk the teachers sought to apprentice the pupils into preferred discourse conventions such that certain ways of interacting were valued over others. Within such a context the value placed on socialising pupils into interactional norms and pupils' appropriation of preferred interactional behaviours results in a situation where each pupil is potentially subject to competing discourses which embed relative positions of power and authority.

Certainly, the pupils of Gowling School (a group that the teacher considered to be 'more able' group selected from the class to regularly participate in 'dialogic talk' sessions subsequent to the first recording) had a great deal to gain in terms of status as the 'preferred' able group within the class. Within this context, appropriation of cultural (interactional) artefacts facilitated the recognition work of being seen to be doing dialogic talk. Within this figured world both the teacher and pupils stood to gain; it may be that as the pupils appropriated the interactional behaviours of dialogic talk they reinforced their positions as able children and simultaneously stabilised the spoken genre itself (Rampton, 2006). As Maybin (2006) reminds her reader, the very act of taking part in teacher-preferred discourse behaviours, "appears to express acceptance of the discursive positioning they offer, compliance with the institutional authority they encode, and commitment to the ways of talking about procedures and knowledge which the teacher is modelling" (p. 145).

However, in a context of competing discourses a spoken genre might also be open to resistance rather than stabilisation; and this appeared to be the case for the way in which some pupils in St Bede's School responded to the teacher's drive for dialogic talk. Candela notes that when faced with a choice between aligning him/herself with the discoursal preferences of the

teacher or peers, a pupil may understand the collective response of peers as having more interactional potency. In such a context the pupil may choose to exercise "relative autonomy to decide whether or not they follow the teacher's orientation" for classroom discourse (Candela, 1999, p. 156). It seems that for some pupils in St Bede's (particularly Jack and Tyrone) there may have been more to gain in terms of peer approval from subtly undermining the teacher's drive for dialogic talk through the appropriation of slang, use of insults, displays of knowledge and resistance to use of the 'build on' phrases and displays of reciprocity. Unlike the Gowling pupils who appeared to simultaneously align to both schooled and popular culture Discourses, Jack and Tyrone's appeared to engage with curriculum content in such a way that the interactional behaviours of dialogic talk were resisted rather than stabilised. It is impossible for me to ascertain whether this resistance can be attributed solely to peer influence or even whether it was a conscious act. My repeated playing of the video combined with teacher comments throughout our discussions make it clear that Jack and Tyrone were frequent speakers in class, keen to display their knowledge (often overlapping others). The teacher had remarked that she perceived Tyrone particularly to be a clever and generally articulate boy who had gained a reputation amongst his peers for knowing a lot, but that he was also regarded as a cool kid and a good sportsman. When referring to Jack, she noted that he was a good sportsman and a cool kid but less articulate. In the teacher's reflection upon the 'authority' lesson, she had noted of the President/Prime Minister discussion (Extract 5.12) that Jack was "chiming in because he likes to and he wants to be right" whilst Tyrone was "showing that he knows it's the Prime Minister because he is bright and he likes to show that he is bright, so he's saying "I know"" [SB3]. She also noted, "I think it's about social relationships more than it's about dialogue" [SB3]. As such, these displays of knowledge might be understood as resistance to the joint construction of knowledge (Barnes, 2009); as frequent speakers and information providers (Rampton, 2006) these boys may have had much to lose by acquiescing to sharing the interactional floor. Alternatively, it could be suggested that, whilst Jack and Tyrone's interactional behaviours appear to resist the teacher-preferred ways of doing dialogic talk, their overlaps

about points of knowledge (see Extract 5.8) offer a more naturalistic model of dialogic talk (Maybin, 2012). Considered in this way, their discourse, whilst not reaching a point of mutual agreement or evidencing student linking phrases, still maintains thematic continuity through uptake on one another's contributions and understanding which is "pooled to be recycled" (Maybin, 2012).

What can be concluded, however, is that through strategically appropriating and contesting (Kamberelis, 2001) the cultural resources of classroom talk, some Gowling and St Bede's pupils were afforded possibilities for self-production (Kamberelis, 2001) alongside the business of doing dialogic talk. However, those acts of self-production which appeared to resist the teacher's drive for a pedagogical model of dialogic talk might be understood as inhibitors of such talk and those which stabilised the genre as facilitators.

6.5   Doing Interpersonal Work whilst Doing Dialogic Talk

The presence of interpersonal work within the context of the recorded episodes of talk was most prevalent for key pupils in Castle and St Bede's Schools. Aspects of the interpersonal work undertaken by Jack and Tyrone in St Bede's has been considered above and so I will not focus on St Bede's in this section but instead on the way in which pupils in Castle School used overlapping talk and other interactional devices to reinforce peer relationships of affiliation.

The Castle pupils (all girls) made frequent use of overlaps, pupil-to-pupil questions and non-verbal communication within their talk and these appeared to serve both cognitive and social functions. Consider the following:

Extract 6.2 "Designing a Greek God"
The pupils have been asked to draw on their knowledge of Greek gods and goddesses to design their own Greek god to be used as the main character in a piece of fictional writing.

Line Number	Speaker	Message Unit
1	Mary	but I've got a weird thing like, I think a goddess of storm and telepathy
2		because like they can read what people are up to like really nosey
3		and I think like Emma they could defeat it like really easily with not many powers
4		If you had a god of telepathy do you think that could be
5	Val (T)	you know we were saying about how Greek gods got up mischief and used to not necessarily always do good things, do bad things (Megan smiles at teacher)
6		do you think a god of telepathy could do bad things? =
7	Mary	= yeah, like evil (Mary nods at teacher)
8	Penny	I have a different idea
9		OK, you know how they had that bull like the bull half man half bull?
10	Val (T)	Yeh
11	Penny	What if what if - that there was a half girl half man (gesturing 2 halves) and then like all the girl's powers was on one side and all the man's powers on one side?
12		And then it == would be like one?
13	Mary	== that's == cool (smiles at P)
14	Emma	== that's a cool i==dea (smiles at P)
15	Mary	== I like that

[C3: 12-26]

In this extract, Mary begins with a suggestion for a god which is premised by self-deprecation and affords the rest of the group the opportunity to accept or reject her idea since it is hedged as both a suggestion that the group might take forward and "a weird idea" (line 1) that they should feel free to reject without causing offence. In line 8 Penny explicitly signals her intention to offer an alternative suggestion and follows this with a direct question (line 9) to the teacher signalling a request for both approval of, and engagement with, her alternative proposal. Approval to elaborate is given in line 10, and Penny proceeds with a suggestion phrased as a question (with a rising intonation) which seeks the approval of the other pupils in the group. Rather than beginning her suggestion with 'I think...' she instead selects 'What if... ' and, in doing so, offers her idea up for group scrutiny. She then follows this in line 12 with a summary (declarative), concluding her suggestion; the rising

intonation here again indicates a question.   Eggins and Slade (1997) note that such questions are positive interactional acts which give status to the listener by acknowledging his/her power to confirm or refute what is being suggested (as is the case for Mary's "weird idea' in line 1).   Penny's questions are quickly followed in lines 13 to 15 with praise from the other pupils for her idea, and curriculum-related discussion is progressed simultaneously with peer-to-peer affirmation.

It is also interesting to return to extract 5.18 with a view to understanding this within the context of pupil interpersonal work. In this extract the children are clearly listening to one another and working together to co-construct a list of 'things women and men do'. Throughout this episode of talk, as well as the "high level of grammatical concord" (Davies, 2003, p. 122) referred to previously, the girls make use of backchannel moves to demonstrate their engagement with the current speaker.   An example of such a move is evident in line 2, although such moves were used frequently throughout the two episodes of recorded talk. Such overlaps are regarded as evidence of positive polarity (Coates, 1994) and, rather than serving as an attempt to take the conversational floor serve the opposite function of encouraging the speaker to continue talking. Furthermore, this extract demonstrates the way in which the pupils create a verbal collage of mutual understanding about stereotypical male and female roles.   Here non-verbal interactional behaviour evidences the enjoyment of their shared construction of the characteristics of a god half-man and half-woman. Whilst the girls engage in overlapping talk which is grammatically and ideationally coherent (Davies, 2003) they work together to construct a caricature of gendered behaviours. In doing so, they succeed in completing the curricular activity of designing a god and cementing friendship ties through the combination of peer affirmations (lines 24-26) shared evaluative stance (Maybin, 2006) about how lazy men are and expressed solidarity as hardworking females (Davies, 2003).   The teacher description of these pupils (see Appendix A), supplemented by ongoing discussions throughout the intervention period, reveals that these girls were all good friends who regularly played and chatted together.   Overlapping talk and grammatical co-construction was

frequent within their day-to-day classroom talk and, whilst pupil nomination occurred in the classroom, pupils also regularly self-nominated in order to take part in talk. Through an interaction such as the above, the Castle pupils succeeded in achieving social goals whilst furthering the academic agenda (Davies, 2003).

6.6 Conclusion

Whilst not the main focus of the research and so considered in less detail than might have otherwise been the case, this chapter has sought to offer some examples of ways in which some children exercised agency through the ways in which they took part in classroom discourse. It has also sought to consider what such participation reveals about the ways in which these pupils aligned to the teacher-preferred Discourse (Gee, 2011) of dialogic teaching. It has considered how agency afforded some pupils the opportunity to appropriate popular culture and macho motifs within the classroom context of doing dialogic talk. As such it has considered how such appropriation enabled some Gowling pupils to undertake simultaneous identity recognition work as popular culture users, dialogic talkers and able children and, in doing so, begin to stabilise the spoken genre. It has also considered how such appropriation of macho motifs, slang and insults, combined with commitment to displays of knowledge, enabled some boys in St Bede's to indicate identification with one another and disidentification with curricular content; this, at times, served to resist rather than stabilise the spoken genre of dialogic talk. The chapter concluded with a consideration of the way in which some Castle pupils used both talk and non-verbal communication to undertake interpersonal work during classroom sessions and, in doing so, succeeded in demonstrating their commitment to both the curricular and interpersonal functions of classroom talk.

7.1   Introduction

As a teacher educator and researcher I had begun this research with the intention that it would inform and develop my practice, the practice of the teachers involved in the research and, hopefully, that of other teachers. As such, in this chapter I attempt to draw together the data analysis into summary findings with a view to identifying implications for practice in the next chapter.   These summary findings draw upon the data analysis in Chapters 5 and 6 and are enriched with my own reflections informed by the dialogic interaction between myself and my research participants which over the course of the research inevitably reshaped our values and beliefs about effective classroom talk (Griffiths, 1998).

This research was always intended to promote and draw upon dialogic discussion between myself and the NQTs, and from its inception I understood that I was part of the ongoing research dialogue. Thus, in seeking to embrace my subjectivity, I have in this chapter avoided the temptation to artificially separate myself from the data and its analysis. Instead I acknowledge that my reflections during the writing of this thesis are part of its findings and that they afford me the ability make sense of the teachers' journeys refracted through different eyes (Richardson and St. Pierre, 2005).

I will begin this chapter by briefly summarising the findings from Chapters 5 and 6 before drawing upon my own reflections to supplement these. Implications for practice will be explored in Chapter 8.

7.2   Summary of Findings

The first research question explored whether a dialogic approach to teacher professional development can facilitate teacher self-evaluation as a means of developing a more dialogic classroom. A summary of the findings in relation to this question are explored below.

All of the episodes included teacher and pupil talk moves which might be understood as dialogic bids (Nystrand et al, 2001). Data analysis suggests that, for each of the classrooms, the frequency of dialogic bids increased over the course of the project (see Summary of Transcript Data Analysis – Appendix R). Such pupil bids were often signalled through the use of: student linking and thinking phrases (Wolf et al, 2006) (see Sections 5.2.2, 5.3.3 and 5.4.2); pupil-to-pupil questions (see Sections 5.3.7 and 5.4.3); and displays of reasoning which appeared to evidence Wolf et al's (2006) accountability to the learning community (see Sections 5.2.4, 5.3.4 and 5.4.4).

Whilst displays of reasoning and the use of student linking phrases might be understood as desirable within accountable talk (Wolf et al, 2006) (with student linking phrases suggestive of pupil reciprocity and cumulation (Alexander, 2010)), these dialogic bids (Nystrand, 2001) might also be understood as complex when viewed as pupil-appropriation of teacher-modelled discourse behaviours (Maybin, 2006). As Maybin notes of teacher-pupil interactions:

> the very act of taking part in them appears to express acceptance of the discursive positioning they offer, compliance with the institutional authority they encode, and commitment to ways of talking about procedures and knowledge which the teacher is modelling (p.145)

In Section 7.3.4, I explore the tension between pupil displays of reasoning/use of student linking phrases understood as positively dialogic acts and the suggestion that such acts may, in fact, be interpreted as forms of procedural display engendered through interactional enculturation (Maybin, 2006).

The data relating to teacher dialogic bids (Nystrand et al, 2001) is summarised in Appendix R. Such bids included use of: prompts/teacher linking phrases (Wolf et al, 2006) to cue reciprocity and cumulation (see Sections 5.2.7, 5.3.6 and 5.4.7); probes to encourage pupils to "explain, justify or amplify their response" (Sharpe, 2008) (see Sections 5.2.7, 5.3.7

and 5.4.8); low control acknowledging moves to encourage pupils to extend contributions (Sharpe, 2008); demonstrations of a dialogic disposition (Lefstein, 2006) (see Sections 5.2.11, 5.3.9 and 5.4.10); and summarising of a range of pupil views to encourage other pupils to cumulate (Mercer and Dawes, 2008) (see Sections 5.2.9 and 5.4.9), although summary was used much less frequently.

Use of prompts and probes are understood by a number of authors to indicate a form of teacher uptake (Nystrand et al, 2001; Sharpe, 2008, Skidmore and Gallagher, 2005) which might be understood as positively dialogic since they act as a form of scaffold to pupils and teachers seeking to develop dialogic talk in the teaching context. Nystrand et al (2001) note that such uptake moves (or as he refers to them 'devices') "prime the possibilities and increase the probability of dialogic interaction" (p. 12). However, Skidmore and Gallagher (2005) note that any teacher seeking to engender dialogic talk within dialogic teaching should be careful not to assume that such talk can be "mechanically reduced to measuring the relative proportion of 'authentic' vs. 'display' questions over the course of a lesson, for example". They warn that the teacher should not seek simply to increase the number of uptake moves but should recognise which type of move is most likely to engender dialogic interaction. Using the example of authentic questions (understood in this research as probes), they note:

> If the teacher asks many authentic questions which are unrelated to the topic of the lesson, then this is unlikely to help develop students' understanding fruitfully; whereas a concise, clear exposition by the teacher may be the most efficient way of explaining the nature and purpose of a task before the class moves on to a new activity. Dialogic instruction will be supported by an increased use of authentic, topic-relevant questions on the part of the teacher, but more fundamental is the quality of the interaction which surrounds those questions (Skidmore and Gallagher, 2005).

The teachers who took part in this research did not occupy themselves with counting dialogic bids (Nystrand et al, 2001) as this was a task that was undertaken as part of the discourse analysis after the data collection period. However, our discussions of transcripts often touched upon the dilemma of

deciding which move is the right move when seeking to promote dialogic talk within teaching. Exemplified in Natalie's journey (and encoded in her reflections in Section 5.2.12) is a need for teachers to reflect upon how and when they might: encourage pupil-to-pupil uptake/cumulation; cue cumulation (in the form of prompts and authentic teacher probes); and steer classroom talk "with specific educational goals in view" (Alexander, 2010, p. 38). I also reflect upon this tension in more detail in Section 7.3.1.

The way in which the teachers enacted their journey towards dialogic teaching was different, being both complicated and facilitated by the situated nature of discourse. However, the teachers were clear that they had begun a much longer journey towards dialogic teaching (See teacher interviews - sections 5.3.10 and 5.4.11).

Whilst it was not intended at the point of recruitment of participants, each of the teachers' school settings was very different (see Appendix A). As such, what might be understood to have inhibited/enabled dialogic talk within dialogic teaching in one setting would inevitably be different in another. For example, whilst Natalie considered children's out-of-school experiences of language to be an enabler of dialogic talk [G8], Deborah considered this an inhibitor [SB8]. Furthermore, whilst Natalie's children appeared to stabilise a group-shared construct of dialogic talk within dialogic teaching, Deborah's children appeared to engage in (unconscious or otherwise) acts of resistance (see Section 6.4). It must also be recognised that, inevitably, the situated nature of discourse (Gee, 2011) is such that whilst each teacher's drive for dialogic talk remained the focus of the research, this was complicated by teacher and pupil agency (Holland et al, 1998) and socially situated acts of identity (Akkerman and Major, 2011; Gee, 2011). As such, each teacher's journey was inevitably different. However, much commonality exists in those factors which the teachers considered to be inhibitors to/enablers of dialogic talk within dialogic teaching, and these are explored with respect to the second research question below.

The second research question addressed the factors that were considered to be inhibitors to/enablers of dialogic teaching in the Primary classroom and how these might be overcome/exploited within professional development dialogue to engender dialogic interactions in the classroom.

The teachers' perceptions of the factors that most inhibited dialogic talk in their classrooms are explored in Section 5.6 and include: time to practise the associated skills and identify opportunities within plans for such talk to take place; and the selection of a knowledge-accountable context which best affords purposefulness and cumulation.

Within the literature review, time was not identified as a factor which was understood to influence the success, or otherwise, of dialogic talk within dialogic teaching. On the other hand, the complicating influence of a knowledge-accountable context for dialogic teaching is considered in the paragraph below and also explored in greater detail in Section 7.3.5.

The teachers' perceptions of the factors that most facilitated dialogic talk in their classrooms included: the process of shared analysis and action planning (see Section 5.5); the teachers' experiences at university which had been influential in developing their commitment to dialogic talk (see Section 5.6); the value placed on talk in the teachers' schools (see Section 5.6); and the opportunity to practise the skills of dialogic talk in a context which offered more freedom of opinion for pupils, thus allowing the teachers to focus initially on establishing the first three principles of dialogic talk. The process of shared analysis and action planning is explored in detail in the final chapter and so will not be considered here.

The teachers' reflections upon the impact of their university teaching had been totally unexpected and, as such, this aspect was not explored within the literature review. Whilst Nystrand et al's (2009) research recommends that "initial teacher training and professional development should include more specific tuition in the use of talk for learning" (p. 368), little is written about the role of teacher training in specifically promoting dialogic teaching.

As English Leader on the undergraduate and postgraduate teacher training courses at the university, I was aware that we offered very little training related to talk in the classroom (one session entitled 'Speaking and Listening' on each of the Core English courses and one four-day module entitled 'Talk for Learning' which is for undergraduate English specialists only). All of the teacher participants were English specialists and, with dialogic talk within dialogic teaching being my passion, I was not overly surprised that Deborah recognised this as a strength in my teaching. However, it was clear from talking with all of the participant teachers that they understood their experiences of talk within a range of learning situations within university to be fundamental in informing their understanding of the value of dialogic talk as a positive learning experience. As Deborah reflected:

> I remember the kinds of questions you used to ask me...it's pushing you to think more and not just to be satisfied with the first answer you have given, to then go further. And I think there is a lot of that in (name of University)… I've had the experience of what discussion is like when it works [SB8].

The implications of the "experience of what discussion is like when it works" [SB8] and the influence of university tutors as role models for this are explored in more detail in Section 8.3.

The teachers' recognition of the value placed upon talk in their schools resonates with Alexander's (2008, p.88) suggestion that when seeking to promote dialogic talk within dialogic teaching, the teacher cannot expect to "change teaching without attending to the values underpinning the practice we seek to reform". Whilst the Gowling and St Bede's teachers represented a looser view that their schools promoted "a positive ethos around talking" [SB8], the Castle teacher extended this view to draw out a clear relationship between her drive for dialogic talk within dialogic teaching and an espoused view that such talk was underpinned by a whole-school commitment to pupil voice. Whist pupil voice itself might be a contested term, a number of authors (Alexander, 2010; Haworth, 1999; Lefstein, 2006; Lyle, 2008) recognise the potential of teacher commitment to the values that underpin

dialogic teaching for undermining asymmetries of power within the classroom.

The participant teachers also recognised a focus upon the first three principles of dialogic teaching to be a facilitator of dialogic talk. It is interesting to note that the majority of Alexander's (2004a) Talk for Learning project participants were also more successful in initially establishing principles of collectivity, supportiveness and reciprocity with purposefulness and cumulation less successfully embedded. However, Alexander (2008) notes of these teaching episodes in relation to his 5 principles of dialogic teaching:

> It is helpful to teacher development and support to divide them into two groups. If we want to make the transformation a manageable one, we might first concentrate on getting the ethos and dynamics right, that is, making talk collective, reciprocal and supportive. In those classrooms where these conditions and qualities are established, we can attend much more to the other two principles. (p.52)

Inadvertently, the teachers had addressed Alexander's (2008) recommendations above. In seeking to establish group-understood interactional conduct within dialogic teaching, the teachers had identified those areas of the curriculum that had facilitated a focus on conduct rather than content (Alexander, 2008) - the first three of Alexander's principles. Whilst I had expressed reservation about Val's unwillingness to attempt episodes of dialogic teaching within a knowledge-accountable context (see Section 5.4.11), she had been certain that lessons that were not as accountable to the acquisition of curricular knowledge were most appropriate for a class new to the experience of dialogic talk within dialogic teaching. In Sections 7.3.5 and 8.3 I reflect upon the challenge of ensuring that NQTs are supported in transitioning towards the last two principles of cumulation and purposefulness with a view to ensuring that they become confident in steering talk "with specific educational goals in view" (Alexander, 2010, p. 38).

The third research question addressed how children exercise agency through the ways in which they participate in classroom discourse, and what such participation might reveal about pupil alignment to the teacher-preferred Discourse (Gee, 2011) of dialogic teaching.

Data analysis in Chapter 6 suggests that some pupils' agentive acts within discourse sometimes served to resist or stabilise (Rampton, 2008) the teacher's drive towards dialogic talk. Commitment to individual displays of knowledge appeared to resist the teacher's attempts to stabilise a group-shared construct of dialogic talk. However, appropriation of teacher-modelled, scaffolded and reinforced interactional constructions appeared to stabilise a group-shared construct of dialogic talk as a spoken genre (see Section 6.4). The way in which pupils stabilise or resist the teacher-preferred spoken genre may be related to power within the classroom and what some pupils stand to gain or lose from appropriating the teacher-modelled interactional constructions (Barnes, 2009; Candela, 1999; Kamberelis, 2001).

Data analysis in Section 6.5 suggests that in all of the schools some pupils undertook interpersonal (Coates, 1994; Davies, 2003; Maybin, 2006) and recognition work (Akkerman and Major, 2011; Holland et al, 2011; Gee, 2011) within the context of doing dialogic talk. A number of the pupils of Gowling and Castle Schools appropriated interactional behaviours which enabled them to simultaneously align to the teacher-preferred Discourse of doing dialogic talk and "towards a parallel world of popular culture, with alternative models of identity, preferred relationships and authoritative knowledge on the other" (Maybin, 2006, p. 155). In St Bede's School, appropriation of popular culture and macho motifs were sometimes embedded within displays of knowledge which resisted the teacher-preferred Discourse of doing dialogic talk.

7.3   My Reflections as a Co-researcher

Whilst I was well aware that, by the end of the data collection period, these teachers had only begun their journey towards dialogic teaching, I had also

learned a great deal from our dialogue and shared research which has implications for me as a teacher-educator. What had become clear through watching these teachers grapple with the different challenges they faced in seeking to enact dialogic talk in their classrooms was that, whilst Alexander's (2010) five principles remain the same, each of their classrooms and pupil groups was different as was each of their school contexts and the situated and improvised nature of classroom interactions within. However, the process of transcribing and analysing their talk with the support of a clearly defined framework, relevant metalanguage and a co-researcher who sought (as much as possible) to probe rather than tell, had empowered them to describe, analyse, reflect upon and direct their journey towards dialogic teaching. Alongside the teachers, I had also learned the importance of balance within dialogue and so had: scaffolded through providing an expanded set of characteristics of dialogic talk (See Appendix L); probed teacher thinking during discourse analysis; and used exposition (through action plans emailed to the teachers) with a view to purposively steering their learning to ensure the handover of the concepts and principles of dialogic teaching (Alexander, 2010). Like the teachers, I had come to understand that an effective dialogue required me to be more than a facilitator and that my role as a 'guiding adult' (Lefstein, 2006) was a key factor in its success; at the same time I understood that such a role embedded power relations which inevitably undermined a genuinely dialogic discourse.

However, at the end of the research, I was left reflecting upon what appeared to be a number of unresolved matters related to the research and will now explore these.

7.3.1 Reconciling Purposefulness within Genuine Dialogue

Throughout the research project the teachers and I struggled with the challenge of reconciling genuine dialogue with the need to purposefully steer classroom talk with specific educational goals in view (Alexander, 2010). With one interactant assuming responsibility for steering the learning towards a particular goal, genuine dialogue is inherently at risk and power relations are inevitably embedded. Both of these stand at odds with a

Bakhtinian perspective of dialogic talk. For Natalie and Val this had resulted in a situation during the intervention phase where they had relinquished responsibility to steer the talk believing that, in doing so, they were affording opportunities for pupil cumulation and genuine dialogue. For Lefstein (2006) such dialogical idealism minimises the role of the teacher to that of a fellow participant; a role within which it would be difficult for her to teach the statutory curriculum and fulfil her mandated obligation to assess pupils. As an alternative, Lefstein proposes a pragmatic approach of "pedagogicising" dialogue through "constructing a model of dialogue that is appropriate to the school context" (Lefstein, 2006, p. 8). In light of this approach and its described interactional behaviours (outlined in Chapter 2) the teachers did, as Chapter 5 reveals, make progress towards a pragmatic model of dialogic teaching. However, there is clearly a fine line to walk between steering the talk and disingenuous summary or cued elicitation (see Analysis of the Discourse in Gowling School).

7.3.2 Reconciling Too Many Descriptors of Dialogic Talk with Too Few

Skidmore and Gallagher (2005) critique Alexander's (2004b) work as offering a too complicated description of the characteristics of dialogic teaching. They note that the list of 47 indicators gives teachers too much to think about within the interactional context of classroom life, suggesting that such a checklist engenders a risk that schools will seek to describe "an exhaustive catalogue of the measurable properties of dialogic teaching" (Skidmore and Gallagher, 2005).

At the start of this research, in response to this, I worked with the teachers using only Alexander's five principles and the brief training points included in our initial training session (See Appendix I). However, what became clear to me, first in discussion with Natalie and then later with the other teachers, was that I had not equipped them with a key metacognitive resource – a tool for thinking and talking about their teaching. As such, they were dependent upon me to probe their thinking during shared analysis but insufficiently equipped to reflect and analyse independently. By the end of the research,

this tool (Indicators of Dialogic Teaching) had enabled Natalie and Deborah to reflect much more specifically in their final interviews upon their progress towards dialogic teaching.   However, I had also come to understand that for these teachers it was through the interplay between this descriptive framework and the dialogue to analyse their teaching that their awareness of the talk behaviours of themselves and their pupils was growing. The indicators had provided us with a shared framework which had, to some extent, stabilised our "multiple realities" (Somekh, 1994, p. 358) and provided us with a shared metalanguage for talking about dialogic talk. It is clear that an exhaustive catalogue of measurable properties used as a checklist for judging a teacher's skills in promoting dialogic talk would be both a straightjacket and a monitoring tool which would undermine its very intent (Skidmore and Gallagher, 2005; Nystrand, 2001).   However, such dialogic descriptors/characteristics, when used within the context of professional dialogic discussion might provide a teacher with the metacognitive resources to gain informed control over how they interact with their pupil (Nystrand et al, 2001). As Val noted, analysis is "the key part because that is where the discovery happens" [C6].

7.3.3 Reconciling Dialogic Talk with Everything Else

As described in Chapter 4, at the start of this research I had focussed primarily on dialogic talk, seeking ultimately to measure the extent to which the research classrooms had become more dialogic as a result of the intervention. By the end of the second stage of analysis I was confident instead to seek out a "deepened, complex and thoroughly partial understanding" (Richardson and St. Pierre, 2005, p. 963) of dialogic talk as enacted in these classrooms. It is my hope that Chapters 5 and 6 have enabled me to paint a systematic yet rich picture of the way in which the participants responded to each teacher's drive for dialogic talk.

My analysis inevitably leads me to conclude that whilst in some ways the interactions in these classrooms demonstrated characteristics of dialogic talk they also demonstrated much other interpersonal and identity work. As such, analysis of the talk would have painted a pale picture of situated

practice if it had sought only to describe dialogic talk. In these classrooms, in the "moment by moment negotiations of identity and knowledge" (Maybin, 2006, p. 3): the teachers were seeking to enculture the pupils into group-based norms (Rampton, 2006) of dialogic talk; each pupil was responding to this in an individual and situated way; and teachers and pupils were undertaking identity and recognition work (Gee, 2011) "strategically appropriating and contesting the material and discursive practices" (Kamberelis, 2001, p. 89) of the classroom as tools for self production. Whilst it was clear that my research could not, and did not intend to, do justice to describing this wealth of interactional behaviours, they were present and could not be ignored. Clearly, classroom interaction is never doing just one thing.

7.3.4 Reconciling Dialogic Talk with Pedagogical Habitus

As described above, whilst the talk in the research classrooms did not meet the stringent conditions of dialogic talk as outlined by Alexander (2010), there are many ways in which it exceeded the quality of the talk experience embedded in the IRF structure (Sinclair and Coulthard, 1975). However, at the end of the research I was left wondering just how far the teachers had moved from the pedagogical dialogue so criticised by Bakhtin.

In Chapter 5, I reflected upon Extract 5.1 as an example of this, although other such examples can be found across the three schools. In reflecting upon Luke's use of anaphoric references, cumulation of Eva's previous point (signalling reciprocity) and demonstrations of reasoning, I suggest that such talk moves might be interpreted as evidence of dialogic talk. I go on to suggest that the extract might equally be interpreted as a somewhat contrived form of presentational talk or knowledge display. I conclude that whilst such talk in many ways evidences commitment to dialogic principles, in forefronting individual knowledge display it potentially backgrounds dialogism. Whilst not simply "recitation of recalled information" (Nystrand et al, 2001, p. 9), since Luke brings to the discussion his own views and ideas, the talk seems to demonstrate Luke's rigid appropriation of the teacher-modelled way of talking. Whilst I do not feel able to reconcile this tension (a

tension explored in part above), it is clear that such contrived forms of interaction may not be dialogic talk but simply monologic talk 'in a new frock'. In which case, as I reflected in Chapter 4, the whole is more than the sum of the parts. In exploration of the extent to which talk which appears to enact dialogic moves can be considered dialogic, I turn to Haworth's (1999) work.

In her research into classroom talk, Haworth draws upon Bakhtinian theories to conclude that the dialogic talk of the boys in her classroom was characterised by "high levels of explicit intersubjectivity" (Haworth, 1999, p. 114) embedded within "fast-flowing latched and overlapping utterances" (p. 110) reminiscent of the intimate talk of the playground. She concludes that such importation of domestic spoken genres into classroom discourse such that "voices and genres meet, mix and interanimate" (p. 114) indicate pupil acts of agency and commitment to addressivity which are also features of dialogic talk. She contrasts such talk with that which might on the surface appear less disputational and therefore more dialogic. However, she concludes that talk which privileges the classroom task and the teacher's agenda downgrades pupils' agentive roles in shaping classroom interactions. She concludes that such talk is essentially monologic because of its "single-voiced orientation toward the 'authoritative' discourse of the conventional classroom" (p. 113). If we look to the turns that preceded Luke's contributions (above) we see the following:

Extract 7.1 "Learning to read"
The pupils are discussing their experiences of learning to read as part of a PSHE unit of work focussing on transition and change. They had previously discussed how transitions (such as their forthcoming transition to Middle School) often require pupils to acquire new skills, relating this to their experiences of transitioning to First School and learning to read. At this point Eva has suggested that learning to read is a key skill that aids success in school and later life.

Line Number	Speaker	Message Unit
1	Emma	When I started to read I found it quite hard because well I never tried to read before,
2		so I didn't know what it meant I didn't know how you did it at all,
3		so when I started I found I couldn't really know what to do,

4		but now I know how to read because I kept reading at home and like at school.
5	Natalie	Ri..ght…O..K…,
6		Luke?
7		think about, think about what I was talking about building on your conversation,
8		so I don't just now want your individual story,
9		you've got to be able to link that to something that somebody said earlier as well.

[G3: 20-28]

Here Emma adopts a personal narrative style, drawing upon her own experience of learning to read. The sense of a first person narrative is maintained through the use of time connectives (e.g. when I started to read) and a narrative form developed as follows:

- Orientation: I found it quite hard

- Complication: because, well I never tried to read before so I didn't know what it meant, I didn't know how (inaudible) so when I started (time connective) I couldn't really know what to do

- Resolution: but now I know how to read

- Coda: because I kept reading at home and like at school.

Emma does not use an anaphoric reference/student linking phrase (Wolf et al, 2006) to explicitly signal her intention to cumulate Eva's previous point. She does not adopt the generalised pronouns which enable her to background her agency (Haworth, 1999) and pursue the teacher's agenda, privileging the classroom task (Haworth, 1999); rather she adopts personal pronouns and a narrative structure to share experience instead of displaying curricular knowledge. As such, Emma appears to be importing the narrative spoken genre into established classroom discourse practice so that "voices and genres meet, mix and interanimate" (p. 114). However, the teacher's use of imperatives and negatives (I don't just now want your individual story) make it clear that both the personal voice and personal narrative are not appropriate for dialogic talk in this context. As such, the teacher assumes the role of the "powerful participant" in the conversational exchange "controlling and constraining the contributions of non-powerful participants" (Fairclough,

1989, p. 46). Line 9 is followed by Luke's contribution (Extract 5.1 discussed previously) as Luke returns to fulfilling his "discoursal and pragmatic rights and obligations" (p. 57).   For Haworth, the above exchange might be understood to indicate monologic talk because of its "single-voiced orientation toward the 'authoritative' discourse of the conventional classroom" (Haworth, 1999, p. 113).

She suggests that such talk occurs because pedagogical dialogue (monologic talk) is awarded "authority and status" (Haworth, 1999, p. 101) through the habituation of practice so that is difficult for participants (both child and adult) to challenge or change; she notes that there is "comfort in ritual" (p. 101). Carr (2009) notes that, whilst educational practitioners might demonstrate an ideological commitment to change in pedagogical action "continuity is far more prevalent than change" (Carr, 2009).   Within the context of the above analysis, dialogic talk comes to be understood not simply in terms of the dialogic moves analysed in Chapter 5 but in terms of whether voices and genres genuinely meet, mix and interanimate. As such, I am left wondering whether dialogic talk in a Bakhtinian sense is possible in the Primary classroom or whether the dialogical ideal is inevitably undermined by the power relations of everyday classroom life embedded in teachers' responsibilities to teach the statutory curriculum and fulfil their mandated obligation to assess pupils (Lefstein, 2006).

7.3.5 Reconciling the Question

Throughout the period of field work I had been concerned about the questions the teachers were using to initiate dialogic talk. In Chapter 5 I explored why the teachers had chosen to situate their initial video recordings in curricular contexts and with initiating questions that afforded a range of pupil opinions (so as to prioritise the acquisition of interactional skills, conduct and ethos, rather than content knowledge); and so I will not dwell on that here. However, I had been aware throughout the research that initiating talk with a question such as 'What is authority and why do we need it?' demands very different skills of the teacher and pupils than a question such

as 'Is 31 a prime number?'[13]. Whilst the first open question seeks out a range of views which if justified/explained are, on the whole, acceptable to the group, the second (closed question) requires the pupil to reveal conceptual understanding related to non-negotiable curriculum content (since 31 *is* a prime number) and justify reasoning related to this. The second will inevitably lead to the kind of disagreement and cognitive dissonance that stimulates genuine dialogue, but is much more demanding of both teachers and pupils in terms of teacher subject knowledge and pupil openness to publicly sharing a potentially incorrect answer.

What is clear to me is that whilst my teachers' use of open question often provoked a lively extended discussion, Alexander (2010) would be right to ask where such a discussion leads. If such questions simply lead to a sharing of views without the handover of key curricular concepts and principles then the dialogic potential of the talk is not fully realised.

In teacher training at my university, the Y3 English students tell me that they are taught that open questions facilitate discussion whilst closed questions inhibit discussion. When I share with them an extract of teacher-pupil talk which demonstrates a number of potentially dialogic bids (Chapin et al, 2003 – see Appendix T) stimulated by the question 'is 24 an odd or even number?'[14], the students are challenged to reconceive of open and closed questions in relation to discussion and instead focus on the dialogic potential of the teacher uptake. However, whilst impressed with the quality of talk in this extract, they also comment that they would like to see the teacher summarise the key learning points, or as Alexander (2010) explains it "pull the threads together and synthesise understanding" (p. 49). However, I am not suggesting that only questions related to non-negotiable curriculum content can stimulate dialogic talk, rather I am suggesting that a well-conceived initial question is integral to facilitating the handover of concepts

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[13] Whilst Val and Natalie both attempted to address this in their practice at a later stage in the research (Val by addressing the above question with her Maths group and Natalie by addressing the question "What is 15 divided by 5 and how do you know?" with her class) these episodes were not chosen for shared analysis and so do not form part of the data set.

[14] This extract was shared with the participant teachers after we had analysed their first teaching episode.

and principles through dialogic talk. For the teachers in my research, time to design well-conceived initiating questions within an appropriate curricular context was understood to be an inhibitor to dialogic talk.

7.4   Conclusion

In bringing together the summary findings with my reflections in this chapter I have sought to offer insights refracted through different eyes (Richardson and St. Pierre, 2005). As such, my intention was to enrich the data analysis in Chapters 5 and 6 with my own perspective as the lead researcher. In doing so my intention was not to triangulate the findings, rather to crystallise them in the hope that I might move towards an enriched, although inherently partial, understanding of the discourse in the research classrooms.

Chapter 8.   Methodological Reflections and Recommendations

8.1   Introduction

In this concluding chapter, I explore the methodological strengths and limitations of this research. Anticipating a critique that the research focused primarily upon a pedagogical model of talk which thus marginalised other potential interpretations of the recorded talk in these classrooms, I continue this chapter with a consideration of dialogic talk within the wider context of classroom talk. Within this, I consider how the model of talk promoted within this project might be understood as a form of academic socialisation and the potential implications for teachers and pupils interacting within such a model. I then consider the way in which the findings might be understood to make a contribution to research in this area and their implications for the practice of primary teachers. I conclude with identification of possible areas for future research.

This research entailed an intervention which sought to understand how video recording of teaching and subsequent dialogic discussion might engender dialogic interactions in the classroom. In doing so it sought to address the following questions:

1. Can a dialogic approach to teacher professional development facilitate teacher self-evaluation as a means of developing a more dialogic classroom?

2. What are the factors that inhibit/enable dialogic teaching in the primary classroom and how might these be overcome/exploited within professional development dialogue to engender dialogic interactions in the classroom?

3. How do children exercise agency through the ways in which they participate in classroom discourse, and what does such participation reveal about pupil alignment to the teacher-preferred Discourse (Gee, 2011) of dialogic teaching?

A summary of the research findings is included in the previous chapter and so will not be repeated here.

The research was small scale, adopting an ethnographic perspective (particularly with respect to question 3) to focus upon the experiences of three newly qualified Primary teachers and the children in their classes; as such, I recognise that whilst the findings explored in Chapters 5 and 6 are not generalisable, they may be translatable (Cohen et al, 2008) to the experiences of other primary teachers. Therefore, the suggestions I make in this chapter are tentative, recognised as possible starting points for reflection upon practice and further research.

8.2   Methodological Reflections

The data collection methods yielded rich data related to teacher-pupil talk in the research classrooms. The use of video was initially problematic as the teachers and pupils adjusted to positioning cameras so that participant children could be both seen and heard. However, the teachers adopted pragmatic solutions to overcome this. The video equipment was often used within the classrooms but occasional pupil gestures and facial expressions suggest that it was not unobtrusive and may have encouraged the teachers and pupils to assume research-desirable characteristics; however, as this research entailed an intervention designed to promote dialogic talk, potential participant reactivity was less problematic.

At the research design stage, I had considered a more ethnographically enriched study but was aware that constraints of time and, more importantly, respect for the newly qualified teachers would not afford this. I was keen to undermine the power relations embedded in my previous role as their university tutor and aware that assuming the role of an observer in their first classroom as a qualified teacher might reinforce previous understandings of me as their teacher and assessor; understandings that would also undermine the dialogic intentions of the research. As such, the use of video was intended to give power to the teachers to choose what was videoed and which videos were to provide the focus for our shared analysis. However,

the potential gain in terms of power relations inevitably resulted in a cost in terms of ethnographic richness in the data, and I was reliant upon the teachers for interactional insights and contextually relevant information that I had not observed.

Video did, however, provide a window into these classrooms. The replaying of the video through the shared transcription process inspired conversations and provided a focus for shared reflection and dialogic discussion as the teachers and I sought to interpret the content, intent, extralinguistic and prosodic cues embedded within teacher and pupil interactions. Whilst the research was clearly not ethnography, Rampton (2006), recognises that the repeated replaying of video extracts both during and post field work affords a kind of extensive listening which might be understood as "'mediated', repeated and repeatable ethnographic observation" (p. 31).

Also at the research design stage, I had considered whether I might research with the pupils, perhaps undertaking interviews to ascertain their perceptions of the impact of the project upon their classroom interactions. However, the concerns raised above about the power relations embedded within this research equally apply. I did not want to be an authority figure in these classrooms, but was keen to allow the teachers to support the interactional endeavours of the class without my direct intervention. Furthermore, initially understanding this research to be focused upon developing teacher skills and confidence in promoting dialogic talk, I understood my role to be that of the facilitator of dialogic discussion about the videoed extracts. It was only post field work that I came to realise that, in my commitment to developing teacher skills and confidence, I had marginalised pupil voice within the research findings and I was left only able to surmise about pupil acts of agency within the recorded extracts of talk. This is clearly a limitation of the research design.

Another limitation of the research design is the teacher involvement in only the first stage of transcription and analysis. Whilst this was a conscious decision, since the research sought primarily to support the teachers in

reflecting upon their classroom talk in order to develop dialogic talk, the teachers' analytical voices are absent from the second and third stages of analysis. The second and third stages were undertaken in the participant teachers' second year of teaching. Cognisant of their workloads (Val was moving to a different year group whilst the Natalie and Deborah were assuming Subject Leader responsibilities), it did not seem either appropriate or ethical to ask these teachers to give more of their time to data analysis. However, there were points in the analysis (see 5.2.9) where the teacher's interpretation would have proved illuminating, offering an insight into the data refracted through different eyes.

Whilst not a linguist, discourse analysis provided an ideal method for identifying ways in which the teachers and pupils made use of dialogic bids within the recorded extracts of talk. Furthermore, analysis of the recorded data enabled me to draw upon a range of literature to develop a descriptive framework of teacher and pupil talk moves which might be understood to be facilitative of dialogic talk in the classroom (see Appendix R). As noted in section 7.3.2, this framework draws upon the work of Alexander (2003) (see Appendix L) but is enriched with dialogic characteristics drawn from a range of authors.

However, the discourse analysis was not without difficulties and it proved to be the most challenging part of the research process. As a teacher of fifteen years and now a teacher educator, I had designed research which had embedded a commitment to developing an understanding of classroom practice. Through research that was very small scale, I sought to offer an enriched understanding of the teachers' journeys towards dialogic teaching. The initial research questions and adoption of a co-constructed teacher/researcher inquiry model had embedded my positionality from the outset and led me to assume a fixed frame of analysis - that of dialogic teaching. However, the repeated and iterative process of watching the video and transcribing the talk generated unexpected findings as I became open to seeing the data from different angles (Richardson and St. Pierre, 2005); the teacher/pupil and peer talk that was not best understood through the lens of

dialogic talk revealed richness in the classroom interactions that could not be ignored. This openness to the unexpected in the data enabled me to make sense of children's acts of agency and identity within classroom interactions. As such, this thesis might be said to contribute to the body of knowledge in the way in which it attempts to bridge the territory between the discoursal worlds of education/teacher education and sociolinguistics, recognising that talk is never doing just one thing.

However, despite this openness to see beyond the pedagogical in the episodes of recorded talk, the chosen research focus is inevitably open to criticism of marginalisation. The argument might go as follows. When teachers and children sit down together to focus upon talking in a way which values dialogic talk behaviours, they are engaging not in a set of decontextualised oracy skills but instead in a form of academic socialisation (Lea and Street, 1999). In this context, the teacher's focus is the children's "acculturation into disciplinary and subject-based discourses". Within academic socialisation, the teacher seeks to assist the children in acquiring the discoursal practices that are typical to a particular subject area or speech community. Thus, this research, in seeking to promote dialogic talk, sought to encourage an academic socialisation model with a view to enculturing the children into becoming more skilled in a particular type of academic or 'schooled' talk. However, in doing so, the research marginalised other possible interpretations of the recorded episodes of talk and, as such, did not foreground how "teachers and students act and react in complex and ambiguous ways" (Maybin, 2009 p.72). Thus for example, analysis of extract 5.8 which considers the dialogic tensions embedded in the St Bede's children's discussion of why Macbeth was not wearing a helmet, risks implications of deficit by suggesting that Jack and Tyrone were deficient in key skills of dialogic talk. Alternative interpretations of this extract might: value the boys' commitment to participation in this lesson and commend their determination to resolve a relevant point of curricular knowledge (Rampton, 2006); understand their contributions as means of empowerment and expression of affiliation (Candela, 1999); interpret these an act of self-

production through strategic appropriation of cultural resources (Kamberelis, 2001); suggest that these interactions simultaneously constitute the boys' social identities and academic knowledge (Wortham, 2005); or suggest that the boys are engaging in a more naturalistic form of dialogic talk (Haworth, 1999; Maybin, 2012). Inevitably, by focussing upon a pedagogical model of dialogic talk, other possible interpretations have been marginalised. However in prioritising one interpretation and sustaining the research focus, it was not my intention to deficit the children who appear not to have adopted the dialogic talk characteristics that were the focus of the project. Rather it was my intention to shed light on the complexities of the teachers' and children's journeys towards dialogic talk. Clearly there is scope for revisiting this data within future research.

However, if the research embedded a model of academic socialisation which might be understood as enculturation then this is not without risks. Maclure et al (2011) in consideration of the interactional practices that constitute children in the early years of schooling warn against enculturation which positions children as good or otherwise pupils through the promotion of "normative pupil identities" (p. 449). They suggest that such enculturation within their research setting required children to "learn the interactional conventions for taking part competently in classroom talk, and thus for acting 'properly' as a student" (p.451) and censured those that did not succeed in relation to the the school's expectations, positioning such pupils within a discursive frame that implied that action/interaction was to be equated with a more enduring disposition (or reputation). Maclure et al (2011) conclude of the children in their research that such Discourses surrounding appropriate interactional behaviour offer children "an idealised (though not always consistent) version of the good or 'proper' child" (p. 464) and that "in order to be (seen to be) good, children need therefore to 'pass' as the sort of proper child that is fabricated in the texture of classroom interaction and educational discourse" (p. 465). Lefstein levels a similar criticism at some teachers' commitment to pedagogical dialogue suggesting that they engage in a form of policing the language of the classroom by making decisions about the types and forms of language to be used and, in doing so, ensuring that

pupils "adhere to normative classroom discourse genres" (Lefstein, 2006, p. 8). Whilst Maclure et al's (2011) findings relate more broadly to behaviour in the classroom, the focus on interactional behaviours has clear implications for a model which seeks to enculture pupils into the interactional skills of dialogic talk.

If we return to section 7.3.4 and my analysis of Emma's narrative about learning to read which is followed by Luke's appropriation of the teacher-modelled dialogic talk moves, we see how tempting it might be for pupils to seek to appropriate teacher-modelled discourse markers in order to "'pass' as the sort of proper child that is fabricated in the texture of classroom interaction" (Maclure et al, 2011 p. 465). If children are seeking to pass as a 'proper child' then there is a risk that talk that might appear to have dialogic characteristics is, in fact, a form of procedural display (Maybin, 2006) - a performance, rather than a dialogue within which "voices and genres meet, mix and interanimate" (Haworth, 1999 p. 114). This is a point I will return to in my recommendations.

So, the question must be asked, if the research chose to focus on dialogic talk at the expense of other possible interventions and interpretations why might this be the case? What does this 'schooled' version of talk, with its associated risks of enculturing pupils into normative and idealised interactional behaviours, do for the pupils that justifies such a sustained focus?

In the research classrooms, each of the teachers worked hard to establish a community of practice, a group of people who assumed a shared domain of interest and commitment to developing key competencies, a shared repertoire of (linguistic) resources and ways of interacting that represent the interests of the group (Wenger, 2006). So, in light of the above critique, what might be the perceived benefits of promoting a dialogic talk community of practice within the classroom? If we return to the teacher interviews we come to see how each of the teachers understood the affordances of dialogic talk differently nuanced. For Natalie, dialogic talk was essentially a

cognitive resource. In her final interview she referred on numerous occasions to its learning potential in promoting higher order thinking and also to its value in undermining rote learning and recitation. Val also recognised dialogic talk to be a cognitive resource, highlighting the relationship between talk and thinking where talk is used as a form of oral rehearsal for formulating ideas. She also understood dialogic talk to offer a means of self-expression/identity which might consolidate a pupil's sense of self as a learner and empower pupils to take ownership of the learning experience. She referred on a number of occasions to engendering talk that enabled pupils to have a voice and the importance of group discussion for resolving learning challenges. Deborah highlighted the interpersonal, cognitive and personal development value of dialogic talk. She noted how the focus in her classroom had: improved pupil confidence to speak without relying on teacher feedback; encouraged a willingness to accept disagreement; improved children's active listening skills; promoted more detailed thinking and explanations; and enabled pupils to take into consideration alternative views. Furthermore, Mercer et al (2009) credit the development of such interactional skills to pupils developing "meta-awareness of the use of talk for learning" (p. 354). Thus, whilst dialogic talk is clearly a 'schooled' practice, for these teachers it opened up potential for the development of personal, cognitive and interpersonal skills that they considered integral to effective learning.

Rampton (2006) and Gee (2011) would remind us that all interactional acts within the classroom embed a struggle for power which invariably prioritises the teacher's ideological understandings of effective discourse over the children's. However, the teacher reflections above imply that the 'schooled' version of dialogic talk promoted in this research appears also to offer affordances related to cognitive, personal and interpersonal development. This view is supported by numerous authors who recognise the potential of a pedagogical model of dialogic talk for maximising pupil learning (Haworth, 1999; Lefstein, 2006; Mercer and Dawes, 2009; Nystrand, et al 2001; Resnick et al, 2007; Skidmore, 2005; Wolf et al, 2006). Clearly, if "language is the primary meditational tool through which learning occurs" (Rogers,

2005: 12), then helping children to become more skilled in talk that supports higher order thinking can be beneficial.

Thus, a model that promotes dialogic talk in the classroom sits in tension with an alternative interpretation.   Understood as a model of participation with a community of practice, enculturation into doing dialogic talk is valued because of its potential to: challenge the IRF exchange; give greater discoursal rights to the child; and underpin personal, cognitive and interpersonal development.   Conversely, understood as a process of norming it has the potential to deficit the child and offer an idealised (perhaps unrealisable) model of classroom talk. Clearly, research espouses the learning benefits of dialogic talk but the challenge for teachers seeking to promote it in the classroom will be in supporting children (and themselves) in developing the linguistic competencies that might facilitate dialogic interactions without imposing a rigid linguistic framework which promotes an idealised model of discourse and has the potential to deficit some children who do not appropriate normative discourse behaviours.

8.3   Recommendations for Practice

In considering the ways in which this research might contribute to teachers' understanding of dialogic talk in the classroom, I return to the research findings to draw out implications for practice.

Mercer and Dawes (2009), when reflecting upon their dialogic talk research with experienced teachers, note that "most teachers do not have a high level of understanding of how talk 'works' as the main tool of their trade and very few have been taught specific strategies for using talk to best effect" (p. 363); my research project focused upon just those skills.   However, each teacher's journey towards dialogic teaching was differently enacted and experienced and the process of developing the tools of their trade required a committed and sustained focus; at the end of the six month data collection period, these NQTs felt that their journey had just begun.   The time required to: understand and learn to enact the principles of dialogic talk; reflect upon

videoed extracts of teaching; and set specific interactional goals and review success is not to be underestimated. Video transcription and analysis was valued by these participants as integral to the process of developing understanding. As such, I would recommend that NQTs are offered informed support from a colleague in videoing and analysing classroom talk with a view to developing the dialogic tools of their trade. In light of the perceived inhibitors to and enablers of dialogic talk, I would recommend that this colleague should work with an NQT to: identify opportunities for dialogic talk within planning; plan time for shared reflection and analysis of videoed teaching; support the NQT in wrestling down the tension between purposefulness and genuine dialogue; and assist the transition from practising and promoting dialogic talk skills in contexts that are less accountable to curricular knowledge to those that are more accountable, thus supporting the NQT in ensuring purposefulness within the talk. My own experience of analysing videoed talk with the teachers would lead me to surmise that there is as much to be gained professionally for a teacher working in this supportive role as there is for the NQT being supported.

However, in light of Mercer and Dawes' (2009) quote above, it is clear that experience may not necessarily equate with knowledge or expertise with respect to dialogic talk. What the participant teachers made clear throughout the research was that open professional dialogue underpinned by a shared language to talk about and reflect upon the talk in their classrooms enabled them to 'see and understand' interactional behaviours. In response to the teachers' requests for descriptors of dialogic talk behaviour, I had drawn upon the work of Alexander (2003) and others to provide us with a shared language to talk about talk and provide them with the tools to independently reflect upon their developing skills in leading dialogic talk in their classrooms. Descriptive characteristics supported by a good classroom example had promoted increased confidence and independence. Post-project, this set of descriptors (See Appendix L) was enriched as I developed an analytical framework (drawing more eclectically upon a range of literature) for identifying teacher/pupil dialogic bids (see Appendix N); it seems clear that this framework may have the potential to provide a shared metalanguage

and, thus, metacognitive resource for teachers seeking to reflect upon classroom talk behaviours within the context of professional dialogue. Therefore, I would recommend that (once adapted and exemplified) schools consider making use of this framework as a tool to scaffold professional dialogue and thinking about dialogic talk. However, I would warn against its use as a monitoring tool within which interactional behaviours are reduced to a tick list of measurable properties (Nystrand in Skidmore and Gallagher, 2005) and, potentially, both teachers and children are deficited if they appear to fail to adhere to expectations.

Nystrand et al's (2009) research recommends that "initial teacher training and professional development should include more specific tuition in the effective use of talk for learning" (p. 368). What became clear in the final teacher interviews was that the tutors in my university should not underestimate their influence as role models of dialogic talk, live exemplars of good practice. As such, my final recommendation would be that initial teacher trainers should not only provide good role models of dialogic practice in their teaching but should also consider how the need for specific tuition about dialogic talk might be integrated into teaching sessions. In my university such specific teaching is currently only available to final year English subject specialist undergraduate students.

8.4   Opportunities for Future Research

Looking ahead to opportunities for future endeavour, it is clear that this project recognises a requirement for a descriptive framework of the characteristics of dialogic talk, supported by varied examples of teachers engaging in dialogic talk with pupils in their classroom. Such examples whilst present (Alexander, 2004a; Chapin et al, 2003; Nystrand et al, 2009; Wolf et al, 2006) are few and, as such, I would hope to contribute to the developing understanding of dialogic talk in this way. I doing so, I would be keen to work with teachers from my university's partnership schools to develop such examples, not to be used as models for imitation but as

starting points for professional discussion which, in turn, might develop a shared metalanguage for talking about classroom talk.

In terms of future research, I would be keen to find out what teachers consider to be the most effective models for promoting the professional dialogue which might underpin dialogic talk in the classroom. This research had initially intended to bring the participant teachers together to undertake joint reflection upon extracts of talk videoed in their classrooms, and it was a model that I believed to have potential in terms of undermining power relations and engendering dialogic discussion about practice. However, Lefstein and Snell (2011) reflect upon their experiences of working with a group of teachers in shared analysis of videoed talk and acknowledge a number of challenges in this process, including: putting forward researcher/academic interpretations of interactions without displacing teacher interpretations; the impact of power relations upon what was valued and what could be said; and the teachers' tendency to assume that the videoed teacher was justified in his/her course of action/interaction. If dialogic talk is to have a place in Primary classrooms, then it is clear that academics must seek out models of professional development which both empower teachers and facilitate the "micro-analytic perspective" (Lefstein and Snell, 2011 p. 912) that is necessary to distinguish dialogic talk from other types of pedagogical talk.

Finally, I would be keen to explore the viability of research which might give greater voice to children's interpretations of the process of engaging in dialogic talk in the classroom. With a new understanding of the implications of silencing the pupils in my research by not giving voice to their views, I would be keen to explore ways in which research into dialogic talk might centre the pupils as genuine research participants.

8.5   Conclusion

In this final chapter I have reflected upon my methodology, recognising its strengths and limitations, and considered the implications of my findings for

Primary teachers. I have also explored opportunities for future research and endeavour.

Reflecting on my research journey it has been, in a number of ways, unexpected. Whilst I was delighted to be able to sustain my work with all three teachers over the course of the project, adjustments needed to be made to the planned data collection. However, it was post-field work when I came to understand that "what we see depends upon our angle of repose" (Richardson and St. Pierre, 2005, p. 963) that my research took the most unexpected but rewarding turn. Through the introduction of a third research question I was able, to some small extent, to value the "social and cultural dimensions of children's language experience in school" (Maybin, 2009 p. 70) and challenge a view that language in the classroom might be understood simply as a set of "narrowly defined skills and competencies" (p. 70).

The process of collaboration with the NQTs enabled the teachers to learn from me and me to learn from the teachers; this was facilitated in part through dialogic discussion about videoed classroom practice. The inquiry itself provided a CPD opportunity for the teachers and, through our shared reflection upon the videos, enhanced our understandings of the complexities of dialogic talk in the classroom. In some ways the etic research approach which sought to address whether dialogic discussion between teacher and researcher can facilitate a more dialogic classroom constrained the potential for teacher inquiry. Whilst the fixed construct scaffolded the teachers toward a pedagogical understanding of dialogic talk, it initially blinkered both me and the teachers to alternative ways of understanding and interpreting the talk.

During the first stage of analysis there were many ways in which the relationship with the teachers was dialogic, and it has been challenging to capture the essence of this experience in a description of methods used for data collection. Time spent in discussion with each of the teachers in their schools was lengthy. As we spent a morning, afternoon (and sometimes an evening) together, our discussion about the transcripts often seemed

genuinely open to one another's (sometimes conflicting) interpretations of the interactions. The teachers and I were both keen to learn more about the enactment of dialogic talk and understood that our tentative interpretations of the interactions, as explored through our discussions, allowed us to 'test out' our developing understanding.   Through the discussion we explored possibilities related to dialogic talk and through exploration of possibilities enriched one another's developing understanding of its complexities. This discussion helped me to see through the teachers' eyes the challenge of reconciling purposefulness and genuine dialogue and helped us to understand the inadequacy of Alexander's five principles and the need to draw more deeply upon his work to develop a shared framework for talking about the talk in the transcripts.   This shared framework in turn had a positive influence on the dialogic interactions in the classroom as the teachers and I came to use the language of this framework to describe teacher and pupil talk moves; an inevitable outcome of this shared metalanguage was greater self-awareness on the part of the teachers (see Section 5.5).

When analysing the interactional data, there were times when I: assumed the teacher interpretations of the data (enriched by her insider insights); used my repeated viewings of the data (post field work) to inform ethnographic insights; and questioned teacher interpretations, offering an alternative interpretation (for example see Section 7.3.4).   As such, there were times when our dialogue, despite seeking to be open to alternative perspectives, was unable to cross the divide between research and pedagogical habitus. For example, towards the end of the data collection period I had begun to reconceive of extracts of talk such as the St Bede's discussion about Barrack Obama as a more naturalistic form of dialogic talk (as explored by Haworth, 1999; Maybin, 2006; and Rampton, 2006); however, despite a number of interesting discussions about such talk, Deborah remained quietly resistant to my suggestion that it might have merit within the classroom. Thus, the introduction of the third research question evidenced not only a shift in my journey as a researcher but a shift away from our shared (imposed) framework to an interpretation of the talk which

prioritised pupil agency and, for a while, backgrounded a pedagogical model of dialogic talk.

In terms of my own learning, I have come to understand that dialogic discussion scaffolded by a descriptive framework of dialogic moves can develop teacher skills and confidence in promoting a pedagogical model of dialogic talk in the classroom.   However, I understand this journey for teachers (in the case of this research NQTs) to be one complexified by the situated nature of classroom interaction. I have also come to recognise that an understanding of classroom talk which promotes a purely pedagogical model potentially marginalises the "social and cultural dimensions of children's language experiences in school" (Maybin, 2009, p. 70) and favours a cognitive notion of talk.   In valuing both pedagogical and naturalistic interpretations of the analysed transcripts this thesis may be understood to contribute to the body of knowledge through the way in which it encourages educators and those interested in pedagogical models of talk to be open to a wider range of linguistic patterns within dialogic talk in the classroom (Maybin, 2012).

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Appendix A   Profile of the Participant Teachers and Children[15]

Gowling School		
Name	Gender and Age during Period of Research	Insider Data
Natalie (teacher)	Female 36 Years	Married in her 20's, Natalie worked in recruitment prior to beginning teacher training. She qualified as a teacher at the age of 36. Natalie has two children. She would describe herself as white middle class.
Andrew	Male 7-8 Years: younger child in class	Seems to have good relationships with peers. Loves football. Friends with Luke, John and Brandon. Articulate.
Luke	Male 7-8 Years: younger child in class	Seems to have good relationships with peers. Loves football. Friends with Andrew, John and Brandon. Articulate.
John	Male 7-8 Years	Seems to have good relationships with peers. Loves football. Friends with Luke, Andrew and Brandon. Articulate.
Brandon	Male 7-8 Years: younger child in class	Seems to have good relationships with peers. Loves football. Friends with Luke, Andrew and John. Articulate.
Eva	Female 7-8 Years: older child in class	Seems to have good relationships with peers. Good all rounder. Friends with all children in class. Articulate.
Lizzie	Female 7-8 Years: older child in class	Seems to have good relationships with peers in focus group. Articulate; appears more confident with written rather than oral work.
Phoebe	Female 7-8 Years: older child in class	Shy; appears to have a few friends. Seems to lack confidence in everyday speaking but confident in role play/drama. Articulate.
Anna	Female	Quite reserved.

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[15] The ethnographic information in this table was provided by the class teachers. All names are pseudonyms.

Gowling School		
Name	Gender and Age during Period of Research	Insider Data
	7-8 Years: older child in class	Friends with all children in class. Articulate.
Sasha	Female 7-8 Years: older child in class	Peers appear to sometimes find her overwhelming. Articulate.
Emma	Female 7-8 Years	Seems to have good relationships with peers. Can be reserved. Articulate.

St Bede's School		
Name	Gender and Age during Period of Research	Insider Data
Deborah (teacher)	Female 31 Years	Married in her 20's, Deborah grew up in Australia. She qualified as a teacher at the age of 30 and spent many of the previous years work in child care and as a Language Assistant in schools. She would describe herself as white middle class.
Beth	Female 9-10 Years	Seems to have good relationships with peers. Good all rounder. Friends with all children in class. Articulate.
Reya	Female 9-10 Years	Seems to have good relationships with peers. Good all rounder. Friends with all children in class. Articulate, outspoken pupil.
Lorna	Female 9-10 Years	Appears to be a shy pupil. Has a few close friends within class.
Mark	Male 9-10 Years	Sometimes difficult relationships with peers. Articulate.
Jack	Male 9-10 Years	Seems to have good relationships with most peers. Appears to enjoy speaking and engaging the interests of other pupils. Does not seem to get on well with Shane, Mark and Alf; has a good friend in Beth. Loves football. Keen speaker but less confident with and enthusiastic about written work.
John	Male 9-10 Years	Sensible, hardworking pupil. Friends with all children in class.

St Bede's School		
Name	Gender and Age during Period of Research	Insider Data
		Articulate.
Brad	Male 9-10 Years: younger child in class	Friends with a few children - Tyrone, John and Alf. Sensible pupil who does not appear keen to speak out in the class/group context.
Tyrone	Male 9-10 Years: older child in class	Popular – 'the cool kid' (tends to use strategies to 'get noticed' in class). Other children seem to look up to him. Loves football. Articulate; can appear disinterested.
Shane	Male 9-10 Years: older child in class	Always appears keen to join in but can lack confidence in expressing his point.
Alan	Male 9-10 Years	Seems to have good relationships with peers. Sensible, hardworking pupil. Keen to join in with learning activities. Articulate.
Alf	Male 9-10 Years	Popular – 'the cool kid' (tends to use strategies to 'get noticed' in class). Does not seem to get on with Jack, Shane and Mark and appears disinterested in Tyrone. Loves football. Articulate; can appear disinterested.

Castle School		
Name	Gender and Age during Period of Research	Insider Data
Val (teacher)	Female 36 Years	Married in her mid 20's, Val now has 3 children. She qualified as a teacher at the age of 35. She would describe herself as white middle class with an open personality.
Penny	Female 10-11 Years	Seems to have good relationships with peers. Articulate.
Mary	Female 10-11 Years	Seems to have good relationships with peers. Good all rounder in terms of curricular activities. Articulate; seems keen to learn.

Castle School		
Name	Gender and Age during Period of Research	Insider Data
Alice	Female 10-11 Years	Seems to have good relationships with peers. Shy pupil who appears keen to learn but is not forthcoming in class.
Jemma	Female 10-11 Years	Seems to have good relationships with peers. Friends with a few children. Articulate, outspoken pupil.
Emma	Female 10-11 Years	Seems to have good relationships with peers. Articulate; appears to lack confidence with written work.

Appendix B   Description of the Research Settings

Gowling School

Gowling School is a voluntary aided church school for children ages 4 to 8. It is located in a residential area and the pupils that attend the school come from a diverse range of social backgrounds. Nearly 40% of the pupils attending school come from out of its catchment area. Very few of the pupils are eligible for free school meals, and the percentage of pupils with special educational needs is identified as lower the national average. Nearly all of the pupils come from White British backgrounds and very few are bilingual or multilingual. At the time of the research the school had approximately 230 children on role, and the classes from Reception Year to Year Three (the oldest children in the school) were oversubscribed. The school had been inspected by OFSTED in 2007 and had received notification in 2010 that, because standards remained high, it should not expect an OFSTED inspection within the normal three-year cycle.

The children who participated in the research were in a Year 3 class, and two of the three extracts of classroom talk that were analysed as part of this research were undertaken with a group of children identified by the teacher as more able in both maths and language; she regarded these children as being articulate and willing to express and share their views. The first extract was undertaken with the whole class.

St Bede's School

St Bede's School is a voluntary controlled church school for children ages 3 to 11 with an attached learning support unit and private preschool. It is located in the city centre and serves an area of high social deprivation, with 40% of pupils eligible for free school meals. The pupils of St Bede's come from mainly White British backgrounds but small number come from minority ethnic groups and speak a range of languages including Arabic, Bengali, Polish, French, Turkish and Russian. The proportion of pupils with special educational needs is above average; this may in part be due to the school

having an attached learning support unit which provides for children with moderate learning difficulties, speech, language and communication needs, behavioural, emotional and social difficulty and autism. It is recognised that, on the whole, pupils enter school with below average attainment, particularly in reading and writing. At the time of the research the school had approximately 220 children on role but capacity for 315 pupils. During the research period, the school received an OFSTED inspection which identified both its overall effectiveness and quality of leadership and management as good.

The children who participated in the research were in a Year 5 class. The first episode of classroom talk analysed as part of this research was undertaken with the whole class. The second and third episodes were undertaken with smaller groups (see data record). The class consisted of 21 boys and 9 girls.

Castle School

Castle School is a Roman Catholic convent school for girls aged 2-16. At the time of the research it had approximately 300 pupils, with 85 pupils in Years Reception to Six. It is located on the edge of a small village and the pupils that attend the school come from mainly professional families who live in the surrounding areas. An interview is part of the entry process for children joining the Primary school. Approximately 15% of pupils in Castle School have some form of special educational need and 10% of pupils come from a range of ethnic backgrounds; 10% of pupils are bilingual or multilingual.

The upper school was inspected by OFSTED in 2008 and Early Years Foundation Stage in 2010; there has been no recent Ofsted inspection of the Primary school. The upper school report judged provision against the five Every Child Matters (DfES, 2003) outcomes to be good and outstanding, whilst a recent Independent Schools Council inspection report noted that strong teaching across the school is evidenced in good standards of achievement. The School notes in its aims that it seeks to create a loving

environment where each individual is equally valued, and Ofsted noted that it was successful in this aim.

The children who participated in the research were in a Year 6 class. The girls were keen to participate in the research although, on occasions, exercised their right not to be videoed on occasions. As such, discussion groups were of only 3 and 4 pupils respectively.

Appendix C   Teacher Letter of Consent

Dear (teacher name)

Letter of Consent for Participation in University of Sheffied EdD Research Jan-June 2011

Thank you for agreeing to participate in my research into the use of micro-analysis of classroom teaching as a means of developing dialogic teaching in the classroom. You have been chosen for this research as you have expressed an interest in developing a dialogic approach to talk in your classroom. This project is a non-funded research project and is being undertaken as part of my doctorate of education studies.

As a researcher, I am committed to the principle that research should be about 'giving back' to the community you work with and, as such, I am keen that this work should be a valuable professional development opportunity for you within an aspect of teaching and learning that you have already demonstrated an interest in. I hope that you and, in turn your children, will benefit from this research by having an opportunity to reflect upon the talk in your classroom alongside a fellow professional within the context of collaborative enquiry aimed at supporting you in developing more dialogic turns and classroom talk. I recognise that a potential disadvantage of this research project is time that you, as a teacher, will need to spend watching video extracts of your teaching and reflecting upon your practice as well as the time spent with me on three occasions analysing classroom talk in some detail. However, I am aware that we have discussed this matter and that you consider this to be time well invested in developing your professional skills.

You have received a copy of the research proposal and timetable of intended meetings and we have discussed these and the implications of the research for your curricular planning. We have also discussed support you will receive from me in provision of, setting up and use of ICT equipment as part of this research. We have also discussed the intended dialogic nature of the researcher (me)/participant (you) relationship.

As you are aware, this research has been approved by your Head Teacher and by The University of Sheffield in accordance with their strict ethical regulations and the British Educational Research Association code of conduct. Having been a researcher yourself, you will be only too well aware of obligations to parents and you as a research participant with regard to permissions for videoing and the importance of confidentiality and anonymity. As such, any lessons videoed will be used only for the purposes of this. Where children or other research participants (including you) are referred to in the write up of the research pseudonyms will be used. Should the research be published in the public arena, any photographs included will 'blur' the faces of participants so that they cannot be recognised. Finally, any video collected will be stored safely (encrypted) by myself. Whilst I will not be in the classroom with you and the children, I am fully CRB approved.

In light of the above, I am inviting you to give your consent for you to participate in research activities as outlined in the research timetable. These activities will include:
a pre-project interview (1 hour);
- videoing and reviewing a short extract from a lesson you have taught on a fortnightly basis (using small moveable video cameras – no cameraperson involved);
- subsequent shared analysis of three lessons selected by you (2 hours together in February, April and June – dates to be mutually agreed);
- keeping a reflective audio-journal (as appropriate – usually after the viewing of a videoed lesson);
- a post-project interview (1 hour).

As discussed and agreed, interviews and reflective journals will be recorded using a dictaphone and interviews will be transcribed. Video lessons will be transcribed collaboratively and subsequently analysed in detail by myself with the support of video analysis software. Should you wish, I would be happy to provide you with a copy of

the transcripts. I will keep encrypted recordings of interviews and video and will use it only for the purposes of research as part of my EdD at The University of Sheffield; data will be destroyed at the end of the project.

It is important to me that you understand that you do not have to take part in this project and that you should feel free to withdraw from the project at any time and should not feel obliged to explain your reasons for this.

Please note the following:

- If, due to unforeseen circumstances I am required to stop the research, I will notify you immediately and offer informal feedback as to my findings. Whilst I do not expect this to be the case, it is important that we establish a protocol for such an event.
- Should parents or children perceive that anything appears to be 'going wrong' with the research project, they should contact you or the head teacher in the first instance. Should you deem it necessary to discuss any concerns with me, please be encouraged to do so.
- Should you or the head teacher perceive that anything appears to be 'going wrong' with the research project, you are encouraged to contact my research supervisor Kate Pahl at the University of Sheffield.

I have read the research proposal (including letters of consent for the other research participants) and consent that I am happy to participate in the research as outlined/discussed and for recorded data to be kept by Carole Bignell for the purposes of research as part of her EdD at The University of Sheffield.

Please sign here _____

Kind Regards
Carole Bignell
Senior Lecturer, University of Chichester

Appendix D   Head Teacher Information Letter

Dear (head teacher name)

I have been advised by (teacher name) that you are willing for me to approach you regarding participation in my research into dialogic teaching in the Primary classroom.

I have been fortunate to be (teacher name) English lecturer for three years and am keen to continue working with her as part of my doctoral research as she begins her new career. I understand that (teacher name) has chatted to you about the research project and that you are willing to meet with me to hear about the research in a little more detail.

I am currently studying for a doctorate in education at The University of Sheffield, pursuing a research interest in the ways in which teacher pupil talk in the classroom can be developed to enhance pupil learning; I am particularly focussing on supporting young teachers to develop a dialogic approach to talk in the classroom.

As part of this research I would like to work with three NQTs over the course of six months (January to June 2011). The research will involve interviews with the NQTs and, where possible, an interview with their NQT mentor or Head Teacher. The main thrust of the research, however, would entail videoing of teaching after which (on three occasions) the teacher and I would use a microanalysis approach to begin to understand and develop the quality of teacher-pupil interactions.

As a researcher, I am committed to the principle that research should be about 'giving back' to the community you work with and, as such, I am keen that this work should be a valuable professional development opportunity for (teacher name) within an aspect of teaching and learning that she already demonstrates an interest in.

Before the research could commence procedures would need to be approved by The University of Sheffield in accordance with their strict ethical regulations and the British Educational Research Association code of conduct. Having been a head teacher myself, I am only too well aware of obligations to parents with regard to permissions for videoing of children and the importance of confidentiality and anonymity. Any consent letters needed would, of course, be drafted for your approval.

The University of Chichester would provide videoing and sound capture equipment and I would support (teacher name) in how to use this equipment.

Kind Regards
Carole Bignell
Senior Lecturer, University of Chichester

Appendix E   Parent Letter of Consent

Dear Parent

I am a Senior Lecturer in Education at The University of Chichester and am currently studying for a doctorate in education at The University of Sheffield, undertaking a non-funded research project as part of my doctorate of education studies. As part of this study, I am pursuing a research interest in the ways in which teacher-pupil talk in the classroom can be developed to enhance pupil learning. Your child's class teacher has been chosen for this research as she has expressed an interest in developing effective learning talk in the classroom.

As part of this research I will be working alongside Mrs Hardy on several occasions over the course of six months (January to June 2011). The research will entail videoing of teaching to be analysed by (teacher name) and myself. The purpose of the video analysis is to identify how talk is used in the classroom to promote learning and ways in which the quality of teacher-pupil talk might be further developed. Video equipment will be set up on a small tripod unobtrusively in the classroom and will not affect the everyday classroom routines or curricular intentions.

The research has been approved by (teacher name) and The University of Sheffield in accordance with their strict ethical regulations. Having been a head teacher myself, I am only too well aware of the importance of respect for all of the participants in this research project, including your child. I am also aware of importance of confidentiality and anonymity.

As such, any lessons videoed will be used only for the purposes of this research project. Where children are referred to in the write up of the research pseudonyms will be used (e.g. a child may be referred to as Child A). Should the research be published in the public arena, any photographs included will 'blur' the faces of children so that they cannot be recognised. Finally, any video collected will be stored safely (encrypted) by myself and destroyed at the end of the project. Whilst, I will not be in the classroom with the children, I am fully CRB approved.

This project is an exciting study into how talk can be used to best effect in the classroom to maximise children's learning and, as such, I hope that you will be willing to support myself and (teacher name) in allowing your child to participate in videoed lessons. Of course, as well as your consent, I will check with all children that they are also happy to participate and will remind them that they are free to withdraw from participation in the project at any time should they not be happy to continue. Should you feel that you do not wish your child to be videoed, this is not a problem as arrangements can be made for him/her to participate fully in videoed lessons but out of the frame of the video recording equipment. A copy of an information sheet to be shared with the children is enclosed.

Should you wish to contact me for any reason, please email me at c.bignell@chi.ac.uk. Should you wish to contact my research supervisor, Kate Pahl, she can be contacted at K.Pahl@sheffield.ac.uk

Please indicate your consent by **ticking and signing** below. Please **return your consent form** to (teacher name)

Child's Name _____

☐ I consent that **I am willing for my child to participate** in videoed lessons as part of the above research project and for an encrypted recording of the video to be kept by Carole Bignell for the purposes of research as part of her EdD at The University of Sheffield.

☐ **I am not willing for my child to participate** in videoed lessons as part of the above research project and would like my child to participate fully in videoed lessons but out of the frame of the video recording equipment.

Please   sign   here   _____
Date_____

Yours Sincerely
Carole Bignell

Senior Lecturer, University of Chichester

Appendix F   Pupil Information Sheet

Thank you for taking the time to meet with me today to talk about researchers and research and to think about participating in my research into the use of video for developing effective talk in the classroom. As I told you when we met, I am a Lecturer at The University of Chichester and am researching the ways in which teacher and children talk together in the classroom to help children to learn most effectively. I also explained to you that the reason you are being invited to participate in this research is because your teacher is interested in working with you to make your talk in the classroom even better.

 As part of this research I plan to be working alongside your teacher on several occasions over the next 6 months. Although I will not be visiting you in lessons, your teacher, head teacher and parents/carers have agreed that your teacher can set up a video to record some of the lessons where you are talking together. As I explained today, the plan is that then your teacher and I will meet after school to watch some extracts of the video and discuss the way in which you talk together and what we can learn from the video about how to make the talk in your classroom even better.

With your consent, I will then write about my research and may include some pictures or write down things that you and your teacher said. However, I will not show your faces in the pictures (your faces will be 'fuzzy') and I will not use your real name in my writing.

Over the next few days, your teacher will ask each of you if you are happy to take part in this research before we begin any videoing.   If you do not want to be videoed or, if you decide to be videoed but later change your mind, that's fine; just let your teacher know and we will set up the video equipment so that you cannot be seen. If at any point in the project you decide that you would rather not have taken part or that you no longer wish to continue taking part in being videoed, then the video that includes you will not be used when I write about the research project.

Please remember, that each time your teacher switches on the video, it is fine for you to say that you do not wish to be videoed.

University of Sheffield School of Education

RESEARCH ETHICS APPLICATION FORM

Complete this form if you are planning to carry out research in the School of Education which will <u>not</u> involve the NHS but which will involve people participating in research either directly (e.g. interviews, questionnaires) and/or indirectly (e.g. people permitting access to data).

Documents to enclose with this form, where appropriate:
This form should be accompanied, where appropriate, by an Information Sheet/Covering Letter/Written Script which informs the prospective participants about the a proposed research, and/or by a Consent Form.
Guidance on how to complete this form is at:
http://www.sheffield.ac.uk/content/1/c6/07/21/24/appguide.doc

Once you have completed this research ethics application form in full, and other documents where appropriate email it to the:
<u>Either</u>
Ethics Administrator if you are a member of staff.
<u>Or</u>
Secretary for your programme/course if you are a student.
<u>NOTE</u>
- Staff and Post Graduate Research (EdDII/PhD) requires 3 reviewers
- Undergraduate and Taught Post Graduate requires 1 reviewer – **low risk**
- Undergraduate and Taught Post Graduate requires 2 reviewers – **high risk**

I am a member of staff and consider this research to be (according to University

definitions)   : **low risk**   ☐   **high risk**   ☐

I am a student and consider this research to be (according to University definitions):

      low risk   ☐   **high risk**   ✓

*Note: For the purposes of Ethical Review the University Research Ethics Committee considers all research with 'vulnerable people' to be 'high risk' (eg children under 18 years of age).

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RESEARCH ETHICS APPLICATION FORM

COVER SHEET

I confirm that in my judgment, due to the project's nature, the use of a method to inform prospective participants about the project (eg 'Information Sheet'/'Covering Letter'/'Pre-Written Script'?:	
Is relevant	**Is not relevant**
✓ (if relevant then this should be enclosed)	

I confirm that in my judgment, due to the project's nature, the use of a 'Consent Form':	
Is relevant	**Is not relevant**
✓ (if relevant then this should be enclosed)	

Is this a 'generic "en bloc" application (ie does it cover more than one project that is sufficiently similar)	
Yes	**No**
	✓

I am a member of staff ☐

I am a PhD/EdD student ☑

I am a Master's student ☐

I am an Undergraduate student ☐

I am a PGCE student ☐

The submission of this ethics application has been agreed by my supervisor ☑

I have enclosed a signed copy of Part B ☑

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RESEARCH ETHICS APPLICATION FORM

PART A

A1.   Title of Research Project

Can a dialogic approach to teacher professional development facilitate teacher self-review/evaluation as a means of developing a more dialogic classroom?

A2.   Applicant (normally the Principal Investigator, in the case of staff-led research projects, or the student in the case of supervised research projects):

Title: Mrs   **First Name/Initials:** Carole Anne   **Last Name:** Bignell
Post: Student on EdD Programme   **Department:**
Email: c.bignell@chi.ac.uk   **Telephone:** 07852 310918

A.2.1. Is this a student project? Yes
If yes, please provide the Supervisor's contact details:
Kate Pahl
EdD teaching team

A2.2. Other key investigators/co-applicants (within/outside University), where applicable: N/A
Please list all (add more rows if necessary)

Title	Full Name	Post	Responsibility in project	Organisation	Department

A3.   Proposed Project Duration:
Start date: 01.09.10   End date: 31.07.12

A4.   Mark 'X' in one or more of the following boxes if your research:

X	Involves children or young people aged under 18 years
	Involves only identifiable personal data with no direct contact with participants
	Involves only anonymised or aggregated data
	Involves prisoners or others in custodial care (eg young offenders)
	Involves adults with mental incapacity or mental illness
X	Has the primary aim of being educational (eg student research, a project necessary for a postgraduate degree or diploma, MA, PhD or EdD)

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RESEARCH ETHICS APPLICATION FORM

A5.   **Briefly summarise the project's aims, objectives and methodology?**
(this must be in language comprehensible to a lay person)

The purpose of the project is to ascertain whether a dialogic approach to teacher professional development can be used to assist teachers to review their classroom practice and, in doing so develop a higher quality of teacher pupil classroom talk (dialogic interaction). As such, the project will utilise video of the participant teachers' teaching for shared analysis with the researcher. Head teacher, mentor and participant teacher interviews will be used to highlight themes relating to the inhibitors and enablers of dialogic teaching in the classroom and, specifically, within the proposed research project.

A6.   **What is the potential for physical and/or psychological harm / distress to participants?**
None

A7.   **Does your research raise any issues of personal safety for you or other researchers involved in the project and, if yes, explain how these issues will be managed?** (Especially if taking place outside working hours or off University premises.)
No

A8.   **How will the potential participants in the project be (i) identified, (ii) approached and (iii) recruited?**
The three participating teachers are already known to me (previously my academic advisees) and have offered oral consent to participate in the project on the assumption of their new head teachers' approval. Head teachers have been approached in the first instance by the participant teachers with a follow-up email from me. This will be followed by a face-to-face meeting. At this meeting, in accordance with school and national child safeguarding policy, a protocol for research will be agreed.

A9.   **Will informed consent be obtained from the participants?**

Yes   ✓

No   ☐

If informed consent is not to be obtained please explain why. Further guidance is at http://www.shef.ac.uk/content/1/c6/07/21/15/Ethics_Consent.doc
Only under exceptional circumstances are studies without informed consent permitted. Students should consult their tutors.

How do you plan to obtain informed consent? (i.e. the proposed process?):
Head teacher and teacher participants will be written to and asked to give informed consent prior to commencement of the project. Having met with each head teacher and agreed research protocols, parents will be written to asking them to give consent on behalf of their children to participate. Children will be given an information sheet about the project which will be read to them. They will be asked to give oral consent and reminded of their right to withdraw at any time.

Draft informed consent letters are attached.

A.10 How will you ensure appropriate protection and well-being of participants?
Interviews will take place within normal school or university context and routine health and safety procedures will be in place. Participants will be free to pause or end the interview at any time should they deem this necessary.
Children who cannot be videoed for reasons of child protection will be sited as full participants within the lessons but outside of the frame of the video recording equipment.

A.11 What measures will be put in place to ensure confidentiality of personal data, where appropriate?
The research setting will be described rather than named with a shorthand (A, B, C etc) used when referring to participant schools. For research participants, pseudonyms will be used and all data (e.g. transcripts) will be anonymised. Visual data published in the public arena will 'blur' the faces of child participants to ensure anonymity.

A.12 Will financial / in kind payments (other than reasonable expenses and compensation for time) be offered to participants? (Indicate how much and on what basis this has been decided.)

Yes ☐
No ☑

A.13 Will the research involve the production of recorded or photographic media such as audio and/or video recordings or photographs?

Yes ☑
No ☐

A.13.1 This question is only applicable if you are planning to produce recorded or visual media:
How will you ensure that there is a clear agreement with participants as to how these recorded media or photographs may be stored, used and (if appropriate) destroyed?
Classroom teaching will be videoed and Interviews will be recorded on Dictaphone and both sets of data will be stored in digital files. Permission to do this will be sought (see attached letter of consent). Data will be used only for future researcher projects and visual data published in the public arena will 'blur' the faces of child participants to ensure anonymity.

Appendix H   Example Teacher Action Plan

Natalie's second action plan, May 2011.

Natalie, in discussion following the transcription we agreed the following:

- That, if you could find the time, you would review this video with the children reinforcing their effectiveness in cumulating one another's ideas at the end of the video.
- That you would discuss with the children the use of the build on phrases and how they were starting to develop build on phrases of their own such as or, and, so.
- That you would think about being aware of those occasions in talk with the children when it was necessary for the teacher to probe a child's thinking in order to encourage deep thinking or ask them to clarify their point of view, being confident that your role is sometimes to sustain a dialogue with a single child.
- That you would remind children of the ground rules and the need to justify their points throughout the dialogue.
- That you would endeavour to ensure that, at other times, your input serves to either move the conversation forward or to sum up points made so far, ensuring that you continue to withhold feedback in order to signal to the children that a range of views and ideas are welcome.
- That you would try to make use of your student to ensure that you and all the pupils that are participating and you are able to be seen in the frame of the video.

Why Dialogic Teaching? The IRF exchange (WCD)

"Teachers *initiate* discourse by lecturing or asking predominately predictable, closed questions, usually designed to test pupils' recall of previously transmitted knowledge and/or to discipline inattention. Pupils *respond* with one- or two-word answers. Teachers *evaluate* student responses, praising correct answers ("well done!") and censuring error ("you haven't been paying attention!"). Teachers dominate talk by controlling the topic and allocation of turns, by speaking more often than pupils and for longer periods of time and, indirectly, by privileging pupil contributions that are essentially a re-voicing of previous teacher utterances."　　Lefstein (2006:1)

Such an exchange " performs the function of managing the class and holding their attention but it does not easily give opportunities for pupils to work on understanding through talk"

Barnes (2008:9)

Why Dialogic Teaching? In WCD

- Average length of answer to a question was 5 seconds
- 70% of exchanges were 3 words or less
- Only 10% of questions were open/authentic/genuine
- Only 11% of exchanges involved probing child to extend thinking

Smith, Hardman, Wall and Mroz (2003) Interactive whole class teaching in the National Literacy Strategy. Cambridge Journal of Education Vol.33 No2

Outcome: children are talking but there is little higher order thinking

So what is DT?

Talk which demonstrates:

collectivity - teachers and children addressing learning tasks together, whether as a group, or as a class, rather than in isolation

purposefulness - teachers planning and facilitating dialogic teaching with particular educational goals in view

support - children articulating their ideas freely, without fear of embarrassment over 'wrong' answers and helping each other to reach common understanding

reciprocity - teachers and children listening to each other, sharing ideas and considering alternative viewpoints

cumulation - teachers and children building on their own and each other's ideas and chaining them into coherent lines of thinking and enquiry

(Alexander, 2008)

How to promote reciprocity & cumulation – getting it going (1)

Set the scene - make it clear that some parts of lessons are expressively intended to be discussion sessions in which questions and diverse views on the topic can be expressed

Ask authentic questions - to stimulate discussion i.e. questions where you are not seeking out a particular answer

Use think / pair / share – precede discussions with a question(s) to promote paired talk, stating that different views and ideas are likely to be the outcome

Withhold evaluations - allow a series of responses to be made without making any immediate evaluations. Consider how you might use body language to cue children to speak or extend their point

How to promote reciprocity & cumulation – getting it going (2)

Prompt/probe for justification - if different views have been expressed encourage pupils to give reasons and justification for their views (using the word because) before proceeding.

Teacher cumulation - before providing a definitive account or explanation , elicit several children's current ideas on the topic, then link your explanations to the children's ideas.

Use 'build on' cards - consider the use of phrase cards to cue cumulation (I agree with/ I disagree with / When x said … It made me think… / I want to ask…)

Get regular pupil feedback - use whole class sessions to gather feedback from children about how their DT is progressing. Are the ground rules working? Do they need to be revised? Do they feel their discussions have been effective? If not, why not? And what could be done about it?

How to promote reciprocity & cumulation: justify & negotiate the ground rules

□ Listen carefully to the others - it helps you to understand what they think.

□ Take part - your ideas are as valuable as everyone else's.

□ Treat people fairly – don't interrupt them or put them down.

□ Think about whether you want to add to or disagree with something that has been said previously.

□ Always try to build on (use the build on phrase cards) - - try to build a 'chain of discussion points'.

□ Always try to give a reason - justify your point.

Preparation

1. Find opportunities in planning for DT
2. Introduce the 'new' approach to talk and rationale for this
3. Agree the ground rules
4. Practise strategies for cumulation (inc pupils asking questions)

For each DT lesson

1. In your plan, identify 1-4 good authentic questions
2. Consider classroom layout
3. Set the scene – recap characteristics of DT
4. Recap the ground rules
5. Recap the 'build on' phrases
6. Ask the question(s)
7. Use think / pair / share
8. Evaluate your success as a class
9. On your own, reflect upon successes/failures in this lesson and advantages/disadvantages of DT as you see it developing

Remember to withhold evaluation (use NVC) but be prepared to prompt/probe

Don't be tempted to dominate the talk or jump in too quickly – try to be comfortable with pauses and extended pupil talk

Remember

"Getting a true discussion going, it seems to us, is like building a fire. With enough kindling of the right sort, accompanied by patience, ignition is possible, though perhaps not on the first or second try. "

(Nystrand, 2003:7)

Ground rules, authentic questions, NVC, cumulation, withholding feedback and your belief in the value of pupil voice are the kindling of the right sort that will help to light the fire.

Appendix J   Timetable of Data Collected During Field Work

Gowling

Date	Focus (Gowling)	Recording and length		Participants who featured in transcripts
25 Jan 2011	Initial interview	Audio recording G1	29:21	Natalie (teacher) and Carole
17 Feb 2011	Discussion: Northern Ireland debate	Video recording G2 **Transcript** 0:0 - 4:17	13:40	Phoebe, Luke, Eva and Anna
8 Mar 2011	Teacher audio-journal reflection	Audio recording G3	8:46	Natalie
9 May 2011	Video of discussion: In what ways did this activity help your learning?	Video recording G4 **Transcript** 2:29 – 6:46	7:0	Eva, Lizzie, Sally, John, Emma, Brandon Luke, Anna
17 May 2011	Teacher audio-journal reflection	Audio recording G5	4:20	Natalie
15 Jun 2011	Discussion: Do we need to learn to read? Why/Why not?	Video recording G6 **Transcript** 0:32 – 13:04	17:40	Eva, Lizzie, John, Emma, Brandon, Luke, Andrew
16 June	Teacher audio-journal reflection	Audio recording G7	12:06	Natalie
13 Jul 2011	Final interview	Audio recording G8	39:45	Natalie and Carole
Researcher reflective journal entries 17 Nov (G9), 13 Mar (G10) and 13 Jul (G11)				

St Bede's

Date	Focus (St Bede's)	Recording and length	Participants who featured in transcripts (other pupils present shown in grey)
12 Jan 2011	Initial interview	Audio recording SB1 22:49	Deborah (teacher) and Carole (researcher)
11 Feb 2011	Discussion: What is authority and why do we need it?	Video recording SB2 30:15 **Transcript** 6:23 - 9:53	Alan, Jack, John, Tyrone, Alf, Brad, Lorna, Beth, Shane, Archie
2 Mar 2011	Teacher audio-journal reflections	Audio recording SB3 26:11	Deborah
4 Mar 2011	Discussion: What are your views on the text Macbeth and the main characters?	Video recording SB 4 19:50 **Transcript** 0:30 - 5:30 & 8:42 -10:32 (break due to equipment failure)	Alan, Jack, John, Tyrone, Beth, Shane, Mark, Reya, Archie
3 May 2011	Discussion: What do you think will be the impact of tourism on St Lucia?	Video recording SB5 9:17 **Transcript** 1:30 - 9:17	Alan, Jack, John, Brad, Beth, Mark, Reya, Ben, Nicola
20 May 2011	Teacher audio-journal reflections	Audio recording SB6 18:50	Deborah
20 May	Teacher audio-journal reflections	Audio recording SB7 1:45	Deborah
30 June 2011	Final interview	Audio recording SB8 42:44	Deborah and Carole
Researcher reflective journal entries 8 Apr (SB9) and 20 May (SB 10)			

Castle

Date	Focus (Castle)	Recording and length		Participants who featured in transcripts (other pupils present shown in grey)
24 Nov 2011	Initial interview	Audio recording C1	27:13	Val (teacher) and Carole
9 Mar 2011	Video: Discussion about 'when you grow up would you rather be an actor or a teacher?'	Video recording C2 **Transcript** 0:0 – 6:58	7:50	Penny, Mary, Alice, Jemma,
6 Apr 2011	Teacher audio-journal reflection	No recorded version. Notes made with researcher		Val
21 June 2011	Video: Discussion about designing a Greek god	Video recording C3 Transcript 0:0 – 4:45	13:0	Emma, Penny, Mary
22 June 2011	Teacher audio-journal reflection	Audio recording C4	12:58	Val
29 June 2011	Teacher audio-journal reflection (reflecting on lesson taught but not recorded due to some pupils not having consent)	Audio recording C5	20:58	Val
7 Jul 2011	Final teacher interview	Audio recording C6	67:42	Val (teacher) and Carole (researcher)
Researcher reflective journal entries 8 Apr (C7) and 22 June (C8)				

Appendix K   Pre and Post-Project Interview Questions

The overall research question was:

Can a dialogic approach to teacher professional development facilitate teacher self-review/evaluation as a means of developing a more dialogic classroom?

And supplementary question was:

- What are the factors that inhibit/enable dialogic teaching in the Primary classroom and how might these be overcome/exploited within professional development dialogue to engender dialogic interactions in the classroom?

The **Initial interview** was stimulated by only three questions which were then followed-up as appropriate. These were:

- What do you believe about talk in the classroom?
- How do your beliefs influence how you act in the classroom?
- Do you perceive there to be any tension between your beliefs and actions and, if so, can you explain why that might be the case?

 Final Interview questions were as follows:

1. How would you rate the impact of the research project upon your <u>understanding</u> of dialogic talk in your classroom?
    - Has significantly improved my understanding of dialogic talk.
    - Has improved my understanding of dialogic talk to some extent.
    - Has had limited impact upon my understanding of dialogic talk.
    - Has had no impact upon my understanding of dialogic talk.

2. How would you rate the impact of the research project upon the <u>development of</u> <u>dialogic talk in your classroom</u>?
    - Has significantly improved dialogic talk in my classroom
    - Has had some impact upon dialogic talk in my classroom
    - Has had limited impact upon dialogic talk in my classroom
    - Has had no impact upon dialogic talk in my classroom.

3. How would you rate the impact of the research project upon the development of talk <u>generally</u> in your classroom?
   - Has significantly improved talk in my classroom
   - Has had some impact upon talk in my classroom
   - Has had limited impact upon talk in my classroom
   - Has had no impact upon talk in my classroom.

Please be prepared to explain your response to questions 1-3 with reference to changes in the way you use dialogic talk in your classroom and what factors have been influential in enabling/inhibiting these changes.

4. Have you noticed a <u>difference</u> in the quality of talk from your first and final video? If so, please describe this.

5. What factors do you think have most <u>facilitated</u> your development as a dialogic teacher? Please consider both the immediate project and the school/wider context or previous experiences if appropriate.

6. What factors do you think have most <u>hindered</u> your development as a dialogic teacher? Please consider both the immediate project and the school/wider context or previous experiences if appropriate.

7. What <u>difficulties</u> have you encountered in developing your skills as a dialogic teacher?   Do you feel you have addressed any of these difficulties? If so, how?

8. Please comment specifically upon the <u>impact of</u> (1) video recording (2) the use of a reflective audio journal and (3) collaborative transcription and analysis upon your developing skills of dialogic teaching.

9. Will you be <u>building upon the work</u> within the project in your future practice? If so, how? If not, what are your reasons for this?

10. Please comment upon the impact of a research approach such as this as a means of <u>NQT professional development</u>.

11. Do you have any other comments to make?

Appendix L   Indicators of Dialogic Teaching[16]

Teacher-pupil interaction:	Indicators
questions are structured so as to provoke thoughtful answers	The dialogue is stimulated by a thoughtful/genuine initial question and subsequent questions
answers provoke further questions and are seen as the building blocks of dialogue rather than its terminal point	Teacher responds to pupil answers with further questions
individual teacher-pupil and pupil-pupil exchanges are chained into coherent lines of enquiry rather than left stranded and disconnected	There is evidence of 'build on' phrases and cumulation of ideas
there is an appropriate balance between the social and the cognitive purposes of talk, or between encouraging participation and structuring understanding;	Teacher encourages cumulation through open invitation/nomination. Teacher probes, challenges or summarises pupil points
pupils – not just teachers - ask questions and provide explanations, and they are encouraged to do so	Pupils ask questions. Pupils explain and justify reasoning.
turns are managed by shared routines rather than through high-stakes competitive (or reluctant) bidding	Teacher nominates pupils to speak or invites a cumulation from the group.
those who are not speaking at a given time participate no less actively by listening, looking, reflecting and evaluating, and the classroom is arranged so as to encourage this;	Active listening behaviours Evidence of ideas cumulated Everyone can see each other.
all parties speak clearly, audibly and expressively;	Audible and confident voices
Responses to questioning which:	
address the question in the depth it invites rather than worry about spotting the 'correct' answer	The initial question is explored over a series of turns and cumulated by a range of participants.
move beyond yes/no or simple recall to extended answers involving reasoning, hypothesising and 'thinking aloud'	Pupils give extended answers Pupils offer justification/reasoning to support views
are, where appropriate, considered and discursive rather than brief and prematurely	Pupils give extended answers Pupils offer justification/reasoning to

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[16] The above was compiled to support participant teachers in analysis of their teaching. It draws upon, Alexander, R. (2003: 37-38) *Talk for Learning: the first year*, North Yorkshire County Council

curtailed.	support views
Feedback on responses which:	
replaces the monosyllabically positive, negative or non-committal judgement (e.g. repeating the respondent's answer) by focused and informative diagnostic feedback on which pupils can build.	Teacher explanations address misconceptions.
uses praise discriminatingly and appropriately, and filters out the merely phatic 'wow', 'fantastic', 'good boy', 'good girl', 'very good', 'excellent' etc.	Teacher phatic praise is used discriminatingly or replaced with a non-evaluative response/withhold evaluation
keeps lines of enquiry open rather than closes them down.	Teacher withholds evaluation Teacher invites or nominates pupil cumulation Pupil's answer results in a further teacher question.
encourages children to articulate their ideas openly and confidently, without fear of embarrassment or retribution if they are wrong.	Children are willing to speak Children speak confidently Extended turns are encouraged and responded to, not curtailed.

Appendix M   Transcription Conventions

.	Certainty, completion (typically falling tone)
No end of turn punctuation	Implies non-termination (no falling intonation)
,	Parcelling of talk; breathing time
?	Uncertainty (rising tone or wh-interrogative)
!	"Surprised" intonation
WORDS IN CAPITALS	Emphatic stress and/or increased volume
()	Untranscribable talk
(words in parenthesis)	Transcriber's guess
[words in square brackets]	Non-verbal information
==	Overlap
…	Short hesitation within a turn (less than 3 seconds)
[pause 4 secs]	Indication of inter-turn pause length
Dash – then talk	False start/restart

Taken from Eggins and Slade (1997: 5)

=/=	Latches: one utterances following another with no discernible pause in between

(Jefferson, 2004)

↓ (colour coded on transcripts to indicate cumulation)	Thematic Continuity: the structuring of an idea in or through a speech event

Appendix N   Coding Conventions

Form

Code	Description	Link to Literature
AR/SLP	Anaphoric referencing / student linking phrase	(Eggins, 1994; Wolf et al, 2006)
CA/STP	Conjunctive adjuncts / student thinking phrase e.g. because, so, then, if.	(Eggins and Slade, 1997; Wolf et al, 2006)
D	Declarative	(Eggins and Slade, 1997)
IN	Interrogative	(Eggins and Slade, 1997)
IM	Imperative	(Eggins, 1994)
CC	Conditional clause	
EX:	Exclamative	(Eggins and Slade, 1997)
RS	Reported speech	(Maybin, 2006)
NO	Nomination: selection of the next speaker.	(Alexander, 2005)
I	Invitation: invitation by the teacher to the group to participate in discussion.	(Alexander, 2004a)
HA	Holding Adjunct e.g.OK, um, er: used to 'buy' thinking time whilst holding the turn	(Eggins and Slade, 1997)
MA	Marker / lexical minor clause e.g. right: often indicates change of subject/focus.	(Schiffrin, 1985 in Eggins and Slade, 1997)
BC Indicated by ==/==	Backchannel move: overlap of positive polarity/encourages speaker to continue.	(Coates, 1994)
RT With no indicated overlaps	Response participle e.g. yes, OK with no overlap	(Watts, 1986)
TQ	Tag questions / hedges: expressions of uncertainty which invite evaluation/group involvement	(Eggins and Slade, 1997)
CoA	Continuity adjuncts: signal cumulation without specificity e.g. well	(Eggins and Slade, 1997)

Function

Code	Description	Link to Literature
	Orientation to 'Schooled Discourse'	
CK JC	Displays of 'curriculum' knowledge Jointly constructed	(Coates, 1994, Davies, 2006; Maybin, 2006)
CK ID	Displays of 'curriculum' knowledge Independently displayed	(Alexander, 2010; Barnes, 2009; Heap, 1985; Rampton, 2006)
OK JC	Displays of 'other' knowledge Jointly constructed	(Coates, 1994, Davies, 2006; Maybin, 2006)
OK ID	Displays of 'other' knowledge Independently displayed	(Davies, 2006)
ET	Exploratory Talk	(Mercer, 2005; Barnes, 1976)
	Teacher/Pupil Talk Moves	
BC	Back channelling (in form of response token)	(Dillon, 1984)
LCAM	low control acknowledging move / neutral feedback	(Nystrand et al, 2001; Sharpe, 2008)
RRep	Repeated utterances (can be LCAM)	(Nystrand et al, 2001; Sharpe, 2008)
RRev	Revoiced/reformulated utterances (can be LCAM)	(Nystrand et al, 2001; Sharpe, 2008)
Pr	Praise	
Co	Correction	
Exp	Exposition	(Nystrand, 2001)
Steering Q	Steering question	
Summary	Teacher summary of a range of views	

	Teacher Prompts	
TLP	Teacher linking phrases: cumulation / reciprocity prompt	(Alexander, 2010, Wolf et al, 2006, Resnick et al, 2007)
P	Probe	(Alexander, 2010, Wolf et al, 2006, Resnick et al, 2007)
Sc/Con P	Scaffold (content) prompts	
	Pupil dialogic moves	
↓(colour coded)	Referring back to a statement from a previous speaker/cumulation lexically signalled	(Alexander, 2010; Bloome et al, 2010; Mercer, 2005)
AR/SLP	anaphoric references/SLP to signal cumulation	(Alexander, 2010, Wolf et al, 2006, Resnick et al, 2007)
Re/Ju	Displays of reasoning/justification	(Alexander, 2010, Wolf et al, 2006, Resnick et al, 2007)
IN	Pupil-to-pupil questions	(Alexander, 2010, Lefstein, 2006; Nystrand, 2001)
RApp	Teacher-preferred/modelled phrases appropriated	(Maybin, 2006)
	Language used to do 'social work'	
+ve Pol	Overlaps of grammatical concord/positive polarity /floor sharing voicing	(Coates, 1994, Davies, 2006; Haworth, 1999; Maybin, 2006)
-ve Pol	Overlaps of negative polarity/competition for turns/floor sharing	(Coates, 1994, Davies, 2006; Haworth, 1999; Maybin, 2006)
INS	Criticisms/insults (V&NV)	(Rampton, 2006)
Ma Mot	Appropriation of (macho) motifs	(Davies, 2006)
PC Mot	Appropriation of (other/popular culture) motifs	(Davies, 2006; Maybin, 2006; Rampton, 2006)
Sla	Use of slang	(Eggins and Slade, 1997)

Appendix O   Turn Function Coding Example

Turn	Teacher/Pupil	Learning to Read Main Function(s) of turn
1	Brandon	Explanation/re
2	T	LCAM/ revoice
3	Brandon	Continues explanation
4	T	LCAM/repeat + TLP
5	Eva	Explanation/re
6	T	TLP
7	Emma	Explanation/re
8	T	LCAM + TLP
9	Luke	Explanation/re
10	T	Revoice (summary) + SC/CON P + steering question + nomination
11	Lizzie	False start
12	T	Instruction to 'speak up'
13	Lizzie	False start
14	T	Correction to pupils in another group
15	Lizzie	Explanation
16	T	Probe
17	Lizzie	Continues explanation
18	T	LCAM (to encourage extension)
19	Lizzie	Continues explanation
20	T	LCAM (to encourage extension)
21	Lizzie	Continues explanation
22	T	LCAM (to encourage extension)
23	Lizzie	Continues explanation
24	T	Probe
25	Lizzie	Response participle

26	T	LCAM + nomination
		same teaching point as line 10 (with different example) + steering question (I) as reciprocity prompt
27	Andrew	Explanation/re
28	T	Revoice + LCAM (curtail Andrew) + nomination
29	Eva	Explanation/re
30	T	LCAM + nomination
31	John	False start == (T)
32	T	== (John) Probe for clarification
33	John	Explanation/re
34	T	Probe
35	John	Response participle
36	T	Repeat (herself) + nomination
37	Brandon	Explanation/re
38	T	LCAM
39	Brandon	False start == (T)
40	T	== (Brandon) revoice + TLPs
41	Emma	Explanation
42	T	LCAM + SC/CON Ps + Steering questions (2) (same teaching point as line 26) + nomination
43	Brandon	Display of knowledge
44	T	Correction to pupils in another group (tape stopped)
45	Andrew	Explanation
46	T	LCAM (to encourage extension)
47	Andrew	Continues explanation
48	T	Probe for clarification
49	Andrew	Continues explanation
50	T	Exposition (cumulates misconception) + TLP + nomination
51	Luke	Explanation
52	T	LCAM/revoice + nomination

53	John	Explanation
54	T	LCAM
55	Eva	Explanation/re
56	T	Revoice (summary) + TLP + SC/CON P
57	Eva	Explanation
58	T	Steering question + exposition (cumulating Eva) + revoice (summaries) + TLP + nomination
59	Andrew	Explanation/re
60	T	Probe for clarification
61	Andrew	Continues explanation/re
62	T	LCAM/revoice + nomination
63	Emma	Explanation/re
64	T	Exposition (cumulating Emma) + TLPs + nomination
65	Lizzie	Explanation/re
66	T	Probe for clarification
67	Lizzie	Continues explanation/re
68	T	Nomination (Eva)
69	Eva	Display of knowledge
70	T	Instruction to repeat point
71	Eva	Repeats display of knowledge
72	T	Repeat (Eva) + probes (2)
73	Eva	Explanation/re
74	T	Repeat/Revoice (summary) views so far
75	Andrew	Explanation/re
76	T	Steering questions (3)
77	Andrew	False start == (T)
78	T	== (Andrew) probe
79	Andrew	Explanation
80	T	Exposition in the form of cued elicitation

81	Andrew	False start		
82	T	Steering question + TLP + nomination		
83	Brandon	Explanation/re		
84	T	LCAM		
85	John	Explanation/re		
86	T	LCAM (revoice) + summary		
87	Emma	Explanation/re		
Total Teacher Turns	43		Total Teacher Moves	73
Total Pupil Turns	44		Total Pupil Moves	44

Appendix P   Example of Researcher Field Notes

Field notes and action points from meeting with Val 8th April 2011 subsequent first joint transcription and analysis

Whilst Val's children are sometimes reluctant to be in front of the camera, those that choose to participate seem to be quite willing and enthusiastic.

I am struck by how good Val's children are at listening and how they are able to confidently cumulate and build on one another's ideas without necessarily needing to consciously use the build on phrases. I wonder if this is because their experience is being part of the small group and therefore they don't have to be so competitive in terms taking a turn. As such it was clear that they were able to take extended turns and builds upon one another's ideas with some confidence.

I am also struck by the confidence with which these children use language to express their ideas. I wonder if this is something to do with the language that is habituated at home and this idea that Brice Heath and Gee explore that the language of the classroom better reflect elaborated code of the middle classes and therefore perhaps the children in Val's classroom have had many more opportunities to practise and make use of the kind of language dialogic talk requires. Whereas Val seems to carry some real confidence around the way her children are able to talk dialogic (at least within the context of PSHE), both Deborah and Natalie seem think this is somehow something that they are able to do more confidently with their 'more able' children (a phrase which occurs frequently in both of their initial interviews) but that it is much more of a challenge with the whole class or other children within the group.

However, Val is reluctant to extend dialogic talk beyond the PSHE curriculum and this is something that her mentor has discussed with her and, feels should be the next step development, so something we should try to work on. In fact, all of the teachers seem to want to restrict the use of dialogic teaching in order to feel success either through the place it has in the curriculum (Val) or through the groups that the teachers think it can be

successful with (Natalie and Deborah). She seems to have low expectations in terms of how quickly the children might begin to acquire skills necessary for dialogic talk and in her action planning noted that children can only begin to address part of each of rules (principles) at a time**.**

Appendix Q   Example Extract of Coded Transcript

Line	Speaker	Message Unit	Grammatical Form	Linguistic Function	Thematic Continuity	Comments
Interactional Unit 1						
1	Brandon	well you really need to do it because you won't get job,	CoA + D + CA + D	CK ID / OK ID CA/STP	**Opening gambit** ⬇ reading gets you a job = money = house (R = J = M)	PR: Second person is used throughout (assuming a distancing reminiscent of authoritative texts – authoritative voice dominates (Haworth, 1999; Maybin, 2006)
2		then you then won't get any money,	CA + D	CK ID / OK ID CA/STP		
3		and you won't get any money.	CA + D	CK ID / OK ID		Aligns to both 'schooled' knowledge (see column 6) – dual orientation
4	Natalie (T)	right, you need to do it so you can get a job or you==won't get any money.	MA + D + CA + D + CA + D	RRep RRev RRep LCAM		MA retakes control of the turn and LCAM is in form of neutral feedback
5	Brandon	==and you won't get a house.	CA + D	CK In / OK In	⬇ reading = money = house R = J = M = H)	dual orientation (schooled K = reading is important + K of life beyond school)
6	Natalie (T)	and you won't get a house?	CA + D	RRep / LCAM	Breaks cohesion of idea to remind pupils to 'build on'	Switch to 1st person IM reinforces teacher control whilst TLPs reinforce and scaffold teacher talk expectations.
7		OK I want somebody not just just to go to a different idea,	MA + IM	TLP		[Andrew and John join hands up]
8		I want somebody to add or build on what Brandon has just said and maybe explore that a little bit more.	IM + CA + IM	TLP		
9		Eva?	NO			

Line	Speaker	Message Unit	Grammatical Form	Linguistic Function	Thematic Continuity	Comments
Interactional Unit 2						
10	Eva	I kind of agree with him.	AR + CA + CCL	AR/SLP RApp	↓reading = passing tests = getting a job = money = house (R = T = J = M = H)	Appropriates teacher phrase in AR dual orientation PR: Second person after AR.
11		'cos when it comes to doing CSEs something like that. Um um when you do a reading test it's kind of like… um they're kind of like… If you get a good like A plus or something then you can get a good job.	HA + CCL + CCL+ CA + D	CK In / OK In CA/STP		Eva moves through a series of cause and effect explanations, using student thinking phrases and conditionals (typical of elaborated code) in order to display her knowledge of reading in the curriculum and the wider world
12		but if you've got something like F minus then it would be really hard to get a job,	CA + CCL + CA + D	CK In / OK In CA/STP		Wrapped up beginning and end with a teacher-appropriated SLP to signal cumulation
13		and then it all depends on that really.	CA + D	CA/STP		
14		so you need to kind of like get that to get the money in your job,	CA + D	CK In / OK In CA/STP		
15		and if you get a good job you can get the money to buy a house.	CA + CCL + D	CK In / OK In CA/STP		
16		so it all kind of like… well so I do agree.	CA + AR	AR/SLP RApp		
18	Natalie (T)	has anybody else got anything to say to that?	IN/TP	TLP		TLP reinforces and scaffold teacher talk expectations.
19		Emma?	NO			

Line	Speaker	Message Unit	Grammatical Form	Linguistic Function	Thematic Continuity	Comments
Interactional Unit 3						
20	Emma	when I started to read I found it quite hard because well I never tried to read before,	TC + D + CA+ D	OK In	⬇Reading is personal & hard to learn to do / you can learn to read at home & school	Emma draws on personal experience, recounting a personal narrative rather than explicating the causal relationships expected by the teacher.
21		so I didn't know what it meant I didn't know how you did it at all,	CC + D + D	OK In		This is reinforced through adoption of 1st person rather than 2nd person, herself as the subject of the talk and time connectives rather than anaphoric references to other pupils' contributions, displays of CK and maintenance of 'learning to read' as the subject.
22		so when I started I found I couldn't really know what to do,	CC + TC + D	OK In		
23		but now I know how to read because I kept reading at home and like at school.	CA + TC + D + CA + D	OK In / CK In		She aligns to OK (personal exp) rather than CK, only referring to CK in the final move.
24	Natalie (T)	Ri..ght, O..K,	MA or HA or NF	LCAM	Withholding evaluation neither breaks cohesion nor cumulates	Could be any/all of these but also gives teacher control of the turn.
25		Luke?	NO			Nomination controls turn allocation.
Interactional Unit 4						
26		think about, think about what I was talking about building on your conversation,	IM	TLP		All of the teacher talk focuses on the type of talk that is/is not acceptable, legitimating displays of knowledge and dispreferring personal narrative as a form of sense making. 'I don't want' feedback closes down personal experience as legitimate; hence talk is not fully dialogic since authoritative knowledge and relationships prevail (Haworth, 1999)
27		so I don't just now want your individual story,	CA + IM			
28		you've got to be able to link that to something that somebody said earlier as well.	IM	TLP		

Line	Speaker	Message Unit	Grammatical Form	Linguistic Function	Thematic Continuity	Comments
Interactional Unit 5						
29	Luke	going back to what Eva said I agree with her,	AR	AR/SLP RApp	↓reestablishes ideational coherence with Eva	dual orientation
30		because when when you have tests you need to read,	CA + CCL + D	CK In / OK In / CA/STP	reading = passing tests = getting a job = knowing how to do the job (R = T = KtJ)	PR: Second person after AR. Luke moves through a series of cause and effect explanations, drawing upon conditionals (typical of elaborated code) in order to display her knowledge of reading in the curriculum and the wider world
31		when you get to the older stages you need to read for jobs,	CCL + D	CK In / OK In / CA/STP		
32		and then when when when you get a job you need to know what you should do.	CA + CCL + D	CK In / OK In / CA/STP		
Lines 33-124 omitted						
Interactional Unit 19						
125	Eva	Mmm, well most grown-ups and things have like Facebook and Hotmail.	FI or MA + D	OK In PC Mot	↓You need to read for socialising (new idea)	
126		What if they needed to write something to a friend or a friend writes to them and they can't read the message?	CCL + CCL + D	OK In		Note how Eva shares personal experience but (unlike Emma) because the subject is LTR and the person is 2nd person she does not relate a narrative. She offers reasoning and justification whilst displaying knowledge of PC motifs (interpersonal/identity work), returning to the importance of LTR (CK) in move 102
127		So say they're having an evening out and he said sorry I can't come and they go and he can't read so he doesn't know.	MA + CCL + CA + + RS + D + CA + D + CA + D	OK In / CK In CA signals Re/Ju		

Line	Speaker	Message Unit	Grammatical Form	Linguistic Function	Thematic Continuity	Comments
Interactional Unit 20						
128	Natalie (T)	OK so now you're taking the conversation from a different angle,	MA or HA or NF	Rec P	⬇Teacher tries to probe Eve to articulate link to reading = job but also = leisure	See line 24 Teacher summarises her own initial question before summarising Eva's view that LTR is useful for Facebook.
129		because I'm saying do you or do you need to read or not for work,	CA +D + IN	RRev		
130		so you are now actually saying 'cos Facebook or a network site on the computer.	CA + D	RRev		She then probes Eva to explore the causal link (LTR + facebook = leisure). She appears to be seeking a particular answer.
131		has that got anything to do with my work?	IN	Con P / P		
132	Eva	I mean like if it says football.	D + HA + D	OK In / CK In		Eva seems to misinterpret this as having 'failed to cumulate' and tries to link her point back to the previous topic of discussion (football).

Appendix R   Summary of Transcript Data Analysis

Gowling Teacher Moves						
	Episode 1		Episode 2		Episode 3	
	Number	Percentage	Number	Percentage	Number	Percentage
Fragments/False starts	0	0	0	0	0	0
summary of pupil views (disingenuous)	0	0	2	14	0	0
Recap (genuine summary of pupil views)	0	0	1	7	5	7
Revoice/Repeat an individual point	0	0	1	7	8	11
LCAM	0	0	1	7	12	16
LCAM to encourage extension	0	0	0	0	4	5
Exposition	1	11	1	7	4	5
Steering question	1	11	1	7	6	8
Exclamation	0	0	0	0	0	0
Nomination/Invitation	1	11	2	14	13	18
Scaffold/content prompt	3	33	2	14	3	4
Response participle	0	0	0	0	0	0
Correction of a pupil	0	0	1	7	2	3
Teacher Linking Phrase	2	22	0	0	9	12
Praise	0	0	1	7	0	0
Initiating question	0	0	1	7	0	0
Probe for thinking	0	0	0	0	5	7
Probe for clarification	0	0	0	0	4	5
Request for repetition	1	11	0	0	1	1

Gowling Pupil Moves						
	Episode 1		Episode 2		Episode 3	
	Number	Percentage	Number	Percentage	Number	Percentage
Display of knowledge	0	0	0	0	3	7
Fragments/False starts	1	14	3	18	6	14
Explanation	5	71	4	21	3	75
Pupil to pupil questions	0	0	0	0	0	0
Response participles	0	0	3	18	2	5
Pupil to teacher questions	1	14	0	0	0	0
Exploratory Talk	0	0	8	42	0	0
BC to encourage extension	0	0	0	0	0	0
Suggestion	0	0	0	0	0	0
Statement	0	0	0	0	0	0
Laughter	0	0	0	0	0	0
P-t-P praise	0	0	0	0	0	0

Percentages may not add up to 100 due to rounding.

St Bede's Teacher Moves						
	Episode 1		Episode 2		Episode 3	
	Number	Percentage	Number	Percentage	Number	Percentage
Fragments/False starts	0	0	1	2	1	3
summary of pupil views (disingenuous)	0	0	0	0	0	0
Recap (genuine summary of pupil views)	0	0	1	2	1	3
Revoice/Repeat an individual point	9	32	5	8	6	18
LCAM	6	18	6	10	7	21
LCAM to encourage extension	1	3	3	5	4	12
Exposition	3	9	13	21	1	3
Steering question	1	3	4	6	4	12
Exclamation	0	0	1	2	1	3
Nomination/Invitation	6	18	11	17	3	9
Scaffold/content prompt	0	0	1	2	1	3
Response participle	0	0	0	0	0	0
Correction of a pupil	0	0	6	10	1	3
Teacher Linking Phrase	2	6	2	3	1	3
Praise	0	0	6	10	2	6
Initiating question	0	0	1	2	0	0
Probe for thinking	1	3	3	5	3	9
Probe for clarification	3	9	3	5	1	3
Request for repetition	1	3	0	0	0	0

St Bede's Pupil Moves						
	Episode 1		Episode 2		Episode 3	
	Number	Percentage	Number	Percentage	Number	Percentage
Display of knowledge	21	60	17	28	1	3
Fragments/False starts	0	0	10	17	1	3
Explanation	8	23	18	30	22	73
Pupil to pupil questions	1	3	0	0	1	3
Response participles	4	11	4	7	1	3
Pupil to teacher questions	0	0	6	10	0	0
Exploratory Talk	0	0	0	0	0	0
BC to encourage extension	0	0	0	0	0	0
Statement	0	0	1	2	0	0
Laughter						
P-t-P praise	0	0	0	0	0	0

Percentages may not add up to 100 due to rounding.

Castle Teacher Moves					
	Episode 1		Episode 2		Episode 3
	Number	Percentage	Number	Percentage	
Fragments/False starts	0	0	0	0	
summary of pupil views (disingenuous)	0	0	0	0	
Recap (genuine summary of pupil views)	0	0	1	8	
Revoice/Repeat an individual point	0	0	0	0	
LCAM	0	0	0	0	
LCAM to encourage extension	0	0	1	8	
Exposition	0	0	1	8	
Steering question	3	50	1	8	
Exclamation	0	0	0	0	
Nomination/Invitation	0	0	1	8	
Scaffold/content prompt	0	0	2	16	
Response participle	0	0	0	0	
Correction of a pupil	0	0	0	0	
Teacher Linking Phrase	0	0	1	8	
Praise	0	0	1	8	
Initiating question	1	17	1	8	
Probe for thinking	0	0	3	24	
Probe for clarification	0	0	0	0	
Request for repetition	0	0	0	0	
BC to encourage extension	1	17	0	0	
Exploratory talk	1	17	0	0	

Castle Pupil Moves					
	Episode 1		Episode 2		Episode 3
	Number	Percentage	Number	Percentage	
Display of knowledge	0	0	1	3	
Fragments/False starts	3	6	2	5	
Explanation	9	19	9	23	
Pupil to pupil questions	8	17	2	5	
Response participles	1	2	0	0	
Pupil to teacher questions	1	2	0	0	
Exploratory Talk	7	15	12	30	
BC to encourage extension	12	26	8	20	
Statement	4	9	3	8	
Laughter	2	4	0	0	
P-t-P praise	0	0	3	8	

Percentages may not add up to 100 due to rounding.

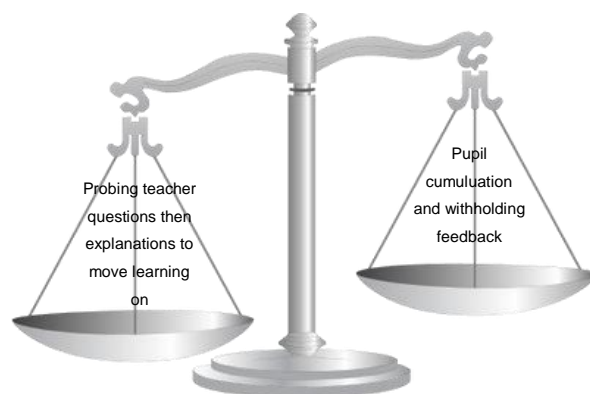# Appendix S   Researcher Reflections on the Balance between Purposefulness and Pupil Cumulation

I have been reviewing your transcripts in some detail over HT and have identified some interesting findings. As I said when I emailed you before half term, there is evidence in the second transcript that the children are starting to cumulate one another's ideas and to make use of the build on phrases provided and their own build on phrases to help them to do this. I think that where this is happening it offers evidence of the children's understanding of the need to cumulate one another's talk.   I have also noticed that the turn taking in the talk is good with either the children nominating themselves for a turn or you directing questions at specific pupils and both of these seem to be very effective strategies which I think you should continue with.

However, when I revisited your first transcript I also became aware of just how effective your teacher talk was in intervening to move the children's learning forward (see my transcript notes).

It now seems that what we need for the final stage of the project is to balance the children's right to have a view with your right as the teacher to intervene through talk in order to move a child's learning forward. I do not think it is enough for children to simply build upon one another's ideas. Robin Alexander calls this a balance between encouraging participation and structuring understanding.   In the first clip you effectively structure understanding (but perhaps intervene too often by not withholding feedback) and in the second clip you very effectively withhold feedback allowing the pupils to cumulate (but there is not enough of that really good structuring of understanding that you do in the first clip).

I was thinking about how to best explain this idea and I wondered if picture might help to make sense of it in the way that it did for me, so I have included it below.

A balance scale. The left pan, which is lower, is labelled "Probing teacher questions then explanations to move learning on". The right pan, which is higher, is labelled "Pupil cumuluation and withholding feedback".

Appendix T   Example of Teacher-Pupil Talk[17]

1 Ms. Davies:	So Paulo, is twenty-four even or odd? What do you think?
2 Paulo:	Well, if we could use three, then it could go into that, but three is odd. So then if it was … but … three is even. I mean odd. So if it's odd, then it's not even.
3 Ms. Davies:	OK, let me see if I understand. So you're saying that twenty-four is an odd number?
4 Paulo: Yeah.	Because three goes into it, because twenty-four divided by three is eight.
5 Ms. Davies:	Can anyone repeat what Paulo just said in his or her own words? Cyndy?
6 Cyndy:	Um, I think I can. I think he said that twenty-four is odd, because it can be divided by three with no remainder.
7 Ms. Davies:	Is that right, Paulo? Is that what you said?
8 Paulo:	Yes.
9 Ms. Davies:	Miranda, do you agree or disagree with what Paulo said?
10 Miranda:	Well, I sort of … like, I disagree?
11 Ms. Davies:	Can you tell us why you disagree with what he said? What's your reasoning?

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[17] Adapted from: Chapin, S. O'Connor, C. & Anderson, N. (2003).

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12 Miranda: Because I thought that we said yesterday that you could divide even numbers by two. And I think you can divide twenty-four by two. And it's twelve. So like, isn't that even?

13 Ms. Davies: So we have two different ideas here about the number twenty-four. Paulo, you're saying that twenty-four is odd because you can divide it by three with no remainder?

14 Paulo: Uh huh.

15 Ms. Davies: And Miranda, you're saying that it's even because you can divide it by two? Is that correct?

16 Miranda: Yes.

17 Ms. Davies: OK, so what about other people? Who would like to add to this discussion? Do you agree or disagree with Miranda's or Paulo's ideas? Tell us what you think, or add on other comments or insights.

One student raises her hand. 45 seconds go by as Ms. Davies waits; slowly nine other hands go up. One is Eduardo's, a student who is learning English as a second language, and who rarely says anything.

18 Ms. Davies: Eduardo. Tell us what you think.

15 more seconds go by.

19 Eduardo: Yes, I agree with Miranda's idea, because the only way you told us to find out if something is even is to divide by two. And we can divide twenty-four by three, and we can also divide it by four. And we can divide it by six, too. And you don't get no extras, um… remainders. So I think we should stick with two only.