

## **Academic Group Seminars**

**A regular feature of Hilary Place papers is the listing of seminars and other events that are being held in the School. For this edition, we are using the historical Academic Teams for the listings but in the future this will be superseded by the new Academic Groups or associated Centres.**

### **Centre for Language Education Research (CLER)**

**24<sup>th</sup> October**

#### **Corpora and phraseology in ELT and EAP**

**Dr David Oakey**

**Iowa State University**

This paper presents a comparison of recently published lists of phraseological items which are intended for use in English language teaching. The importance of phraseological items in first and second language acquisition and use is today well recognized, and many ESL and EAP practitioners are aware of the need for their students to acquire these linguistic forms and their meanings, and identify the appropriate registers in which to use them.

**4<sup>th</sup> November**

#### **Language, learning and teaching as complex, ecological and intentional activity**

**Dr Juup Stelma**

**Manchester University**

This talk presents a dynamic model of language, learning and teaching as intentional activity. The model draws on complexity theory, ecological theory, as well as cognitive and philosophical definitions of intentionality. The analytical affordances of the model is

illustrated with reference to three international language education situations: a) task-based interaction in a Norwegian language classroom; b) a Turkish teacher's first experience of teaching English to young learners, and c) the impact of 'English as a global language' in South Korean language education. Finally, the talk outlines implications for how we may understand and research language learning and language teaching.

**13<sup>th</sup> November**

**From bilingual programmes to integrated multilingual curricula**

**Dr Gabriela Meier**

**Exeter University**

Two-way immersion education, and other bilingual models, such as CLIL, constitutes one way of dealing with two languages in a school. While there is no doubt that there are many benefits associated with such bilingual programmes, I have observed that languages besides the languages of instruction that learners bring school are often ignored. Thus, I will first present two examples of two-way immersion education one in Berlin and one in London and summarise research findings from those contexts, including benefits and challenges.

**2<sup>nd</sup> December**

**Plurilingualism as resource: Rethinking classroom practice**

**Dr Diane Potts**

**Lancaster University**

While education and language education researchers recognize learners' plurilingual resources as valuable assets in furthering academic achievement, the argument for engagement with students' plurilingual resources has received more attention than issues associated with their classroom use. Drawing on Canadian research on multiliterate pedagogies, this presentation explores how teachers mediate students' understanding of the value and use of their languages, the place of languages within broader understandings of multisemiotic resources, and the challenges for teacher educators in supporting teachers in such work. I will also discuss the quandaries that current concepts (multilingualism, plurilingualism, translanguaging, code-meshing, etc.) create for conducting related research.

16<sup>th</sup> December

**Dialogue, ability and pupil identities**

**Dr Julia Snell**

**University of Leeds**

Dialogic pedagogy is increasingly embraced as key to improving classroom teaching and learning (e.g. Alexander 2005; Lefstein & Snell 2014). One facet of this metacommunicative ideology is the promotion of pupil agency and voice: all should be allowed and encouraged to participate in class discussions. Competing with dialogue's egalitarian ideal, however, is another ideology, which is dominant in English primary schools, according to which pupils have inherent, fixed abilities – e.g. “bright” and “articulate” versus “low ability” and “quiet” – and only the former are capable of participating productively in dialogue (Reay 2006). This paper explores (a) how these conflicting ideologies were managed by teachers and pupils in a school adopting dialogic pedagogy, (b) how these tensions play out in the evolving identities of “low ability” pupils, and (c) how video based reflection on teaching practice (as advocated in Lefstein & Snell 2014) can be useful in resolving these conflicting ideologies.

References:

Alexander, R. J. 2005. *Towards dialogic teaching: rethinking classroom talk* (2nd ed.). Cambridge: Dialogos.

Lefstein, A. and Snell, J. 2014. *Better than best practice: developing teaching and learning through dialogue*. London: Routledge.

Reay, D. 2006. I'm not seen as one of the clever children': consulting primary school pupils about the social conditions of learning. *Educational Review*, **58**(2), pp. 171-181.

## Centre for Studies in Science and Mathematics Education (CSSME)

**23<sup>rd</sup> October 2014**

**Learning to explain science in the classroom: the role of ITE**

**Dr Judith Hillier**

**University of Oxford**

*'Explanations are at the heart of teaching and learning science: teachers want their learners to be able to explain why scientific phenomena occur, but first the teachers must be able to explain the phenomena themselves and then decide how to teach their learners'*. This statement can be used to illustrate the relationship between subject knowledge and pedagogical content knowledge, a relationship explored in recent years in the context of a pre-service science teacher education course in the UK. It was found that the process of writing narrative explanations as an effective way of helping pre-service science teachers to develop *coherent internal accounts* (CIA), organised explanations (distinct from a set of facts often assessed through questions), which draw on key scientific concepts and relate them to others. CIAs aim to build up and improve scientific understanding, not perpetuate misconceptions and are carefully thought through for their use of language, models, and analogies. This process helped pre-service science teachers to develop both their subject knowledge and their pedagogical content knowledge, whilst also yielding some valuable insights into learners' perspectives. Further research revealed that the desire of pre-service science teachers to nurture rich learning was constrained by the expectations and requirements encountered in schools. It would appear that the role of ITE is not only to develop teachers' knowledge, but also their resilience to operate within the system, whilst still practising their professional beliefs about the roles of teachers and learners in the process of rich learning of science. An outline will be given of the next phase of the research.

**20<sup>th</sup> November 2014**

**Activity theory and the teacher's professional activity: an interpretation of the interactions between the teacher and resources**

**Innocent Tasara**

**University of Leeds**

Teachers of mathematics draw on and use a wide range of resources, as well as adapting these resources for purposes of teaching and learning (Adler, 2012). There is an increasing

range and a wide availability of textual resources such as textbooks, and digital technologies /resources for teaching. My research, in investigating how mathematics teachers teach calculus will focus on the mathematics teachers' professional activity, that is, the interactions between the teacher and resources. The teacher's professional activity here is seen as a function of 'the material resources, teaching activity, the teachers' knowledge and beliefs, and the curriculum context' (Adler, 2012, p.3). The approach I propose for this study has its roots in activity theory (Leontv'ev, 1981; Engeström 1987, 1999) which was founded by a Russian psychologist L. S. Vygotsky (1978). This study will use the Engeström (1987, p.78) Model of Activity Theory as a framework for interpreting a range of factors that interact together to impact on the teachers' activity for which the goal or object is to teach calculus. My research attempts to investigate mathematics teacher 'knowledge and practice' as a tool to improve the teaching & learning of mathematics teaching and the teaching & learning of mathematics. Not only will the investigation seek to tap into 'what they know' but equally important, 'what they do'. It will look into how secondary school teachers of mathematics in England teach calculus, with a particular focus on differentiation.

**4<sup>th</sup> December 2014**

**From Instruction to Interaction: An Insight into Indian teachers' methods, rationale and strategies for teaching Socio-Scientific Issues**

**Vasudha Malhotra**

**University of Leeds**

The teaching of Socio-Scientific Issues (SSIs) is considered to be a key in improving scientific literacy, scientific and moral reasoning in students (Sadler, 2011). Despite being a key to scientifically literate and informed citizens, teaching of SSIs pose a range of challenges for science teachers such as, dealing with incomplete and contradicting information and evidences (Ratcliffe et. al., 2003), a constant need to develop appropriate pedagogical approaches (Oulton et. al., 2004). One of the key challenges concerning selection of appropriate teaching methods for SSIs has been studied in this study, in the context of Indian Science classrooms. The research is focused on delineating the various teaching methods used by teachers, and their rationale behind using a specific method for the teaching of SSIs. The outcomes reveal teaching methods such as, discussions and debates in various different forms and corresponding rationale for each form of a teaching method. This also includes a number of activities indigenous to Indian context, such as Street Plays, used by teachers to teach SSIs. This study also witnessed various instances of shift in teachers' strategies while teaching SSIs using these methods. These instances, along with teaching methods, various forms, and teachers' rationale, with a specific focus on Discussions, will be outlined in this presentation.

## **Childhood and Inclusive Education (CISE)**

**12<sup>th</sup> November**

**Supporting Deaf Students' Classroom Learning: How Do I Know What I Don't Know?**

**Professor Marc Marschark**

**National Technical Institute for the Deaf: Rochester Institute of Technology, USA**

There is never been a better time to be a deaf student, or the parent or teacher of one. Access to information in the classroom has been greatly improved by educational technologies, the availability of sign language and sign language interpreting, digital hearing aids and cochlear implants, and greater knowledge about how deaf students learn. Deaf students have become better self-advocates for educational support services, but (how) do they know what they need? This issue raises practical questions about what might be most helpful (and available) in the classroom given individual differences among deaf learners and theoretical questions about how deaf learners (or any others) can know what will be most helpful for them in a particular context. Balancing cultural sensitivities and evidence-based practice also may be involved. It's complicated.

**19<sup>th</sup> November**

**Provision for students with Special Educational Needs in Greece: researching**

**Headteachers' views on inclusive education**

**Dr. Maria Rapti**

**University of Leeds**

The evolution of education for students with Special Educational Needs has followed the same pattern across many different countries, especially in the West. Policy development about special education in Greece is no exception, but the rate of progress towards inclusive education has been much slower and practice more often than not is remote from policy. As a result, reform that will steer schools to a more inclusive direction appears necessary. According to the theory of educational change, school leadership is a pivotal factor in promoting school reform, while it is also acknowledged as a lever to inclusion. Despite the fact that school leadership does not reside with one individual, in the Greek context the ultimate responsibility and accountability rests with headteachers and therefore their role in promoting inclusive education appears crucial.

This talk will have a twofold focus. Firstly I will present the Greek educational context as far as provision for students with Special Educational Needs and school leadership are concerned and secondly I will introduce a research project which is carried out in this context. It aims to investigate the practices used by head teachers to promote inclusive schooling, the barriers and opportunities they encounter towards this end, as well as their perceptions for the way forward. Although the research project is still in progress, preliminary results along with their implications will be presented.

**3<sup>rd</sup> February**

**Poetry in Motion: Gaze and Engagement in a GCSE lesson on Macbeth**

**Dr Roberta Taylor**

**Senior Lecturer Sheffield Hallam University**

This research employs a multimodal understanding of communication (Kress, 2010) and questions a language centric conceptualization of classroom communication. The project seeks to uncover and describe the pupil-to-pupil classroom communication of pupils aged 15/16 as they discuss, argue, reason, evaluate and build upon each other's ideas. The presentation reviews a lesson where the teacher diverted from the standard pattern of lessons to challenge students to transpose an excerpt of Shakespearean dialogue to a modern setting and considers the students embodied meaning making collaborative text construction.

**Parent-child interaction during story sharing on ipads: role of personalization**

**Dr. Natalia Kucirkova**

**Lecturer Open University**

Little is known about how parents and children interact when they share self-made stories on ipads. We used a case-study approach to analyse in detail the interaction between a mother and her 33 month old daughter. Multimodal analysis found that the app-mediated story-sharing context produced a harmonious and smooth interaction achieving a coherence that is typical of 'happy' oral stories.