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Enhancing student-to-student spoken interaction to impact collective knowledge construction, (Gunawardena et al., 1997)

Learner Agency
Collaborative Learning
Learning as an ongoing process



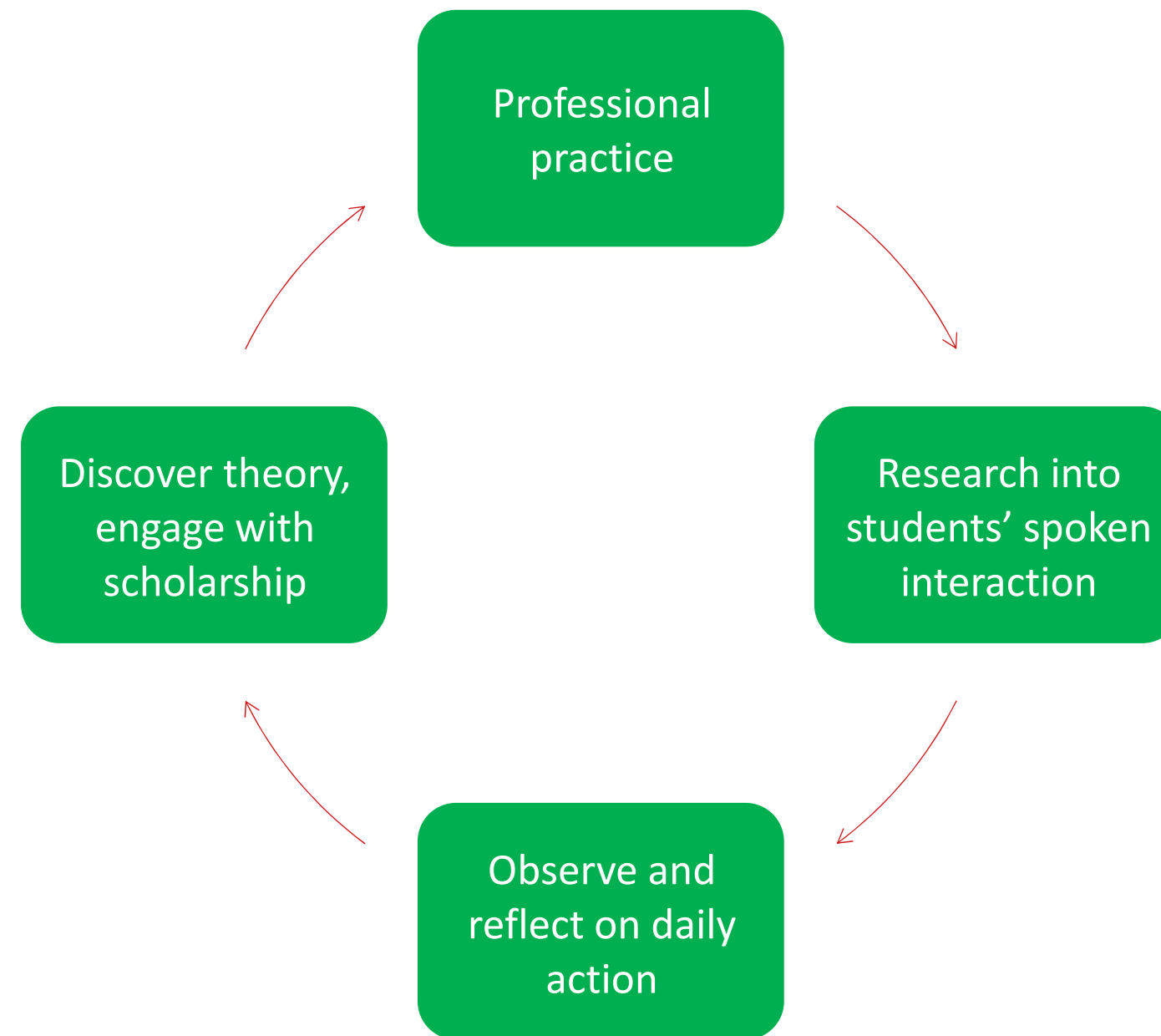
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- **Introduction and background**
- **Practical Task and Reflection**
 - **Exploration of theory**
 - **Summary of project**
- **Future development and implementation**





Exploratory Practice





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Currency of the Study

HE settings due to large group sizes.
Teamwork- 21st century skill
(Schwarz & Baker, 2017)

Provide support to both
practitioners and scholars within the
fields of EAP, ESOL, linguistics

Online delivery- challenges to
sector- currently little published
research into student-to-student
spoken interaction.



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Now, do a short task together

Mentimeter- image/concepts task- LINK- <https://www.menti.com>

***Discuss in groups of 3 or 4, reach a consensus and submit
answer***

**** 75 seconds per question***



Jot down a few words about your group's experience of doing the task. Use these categories to help you:

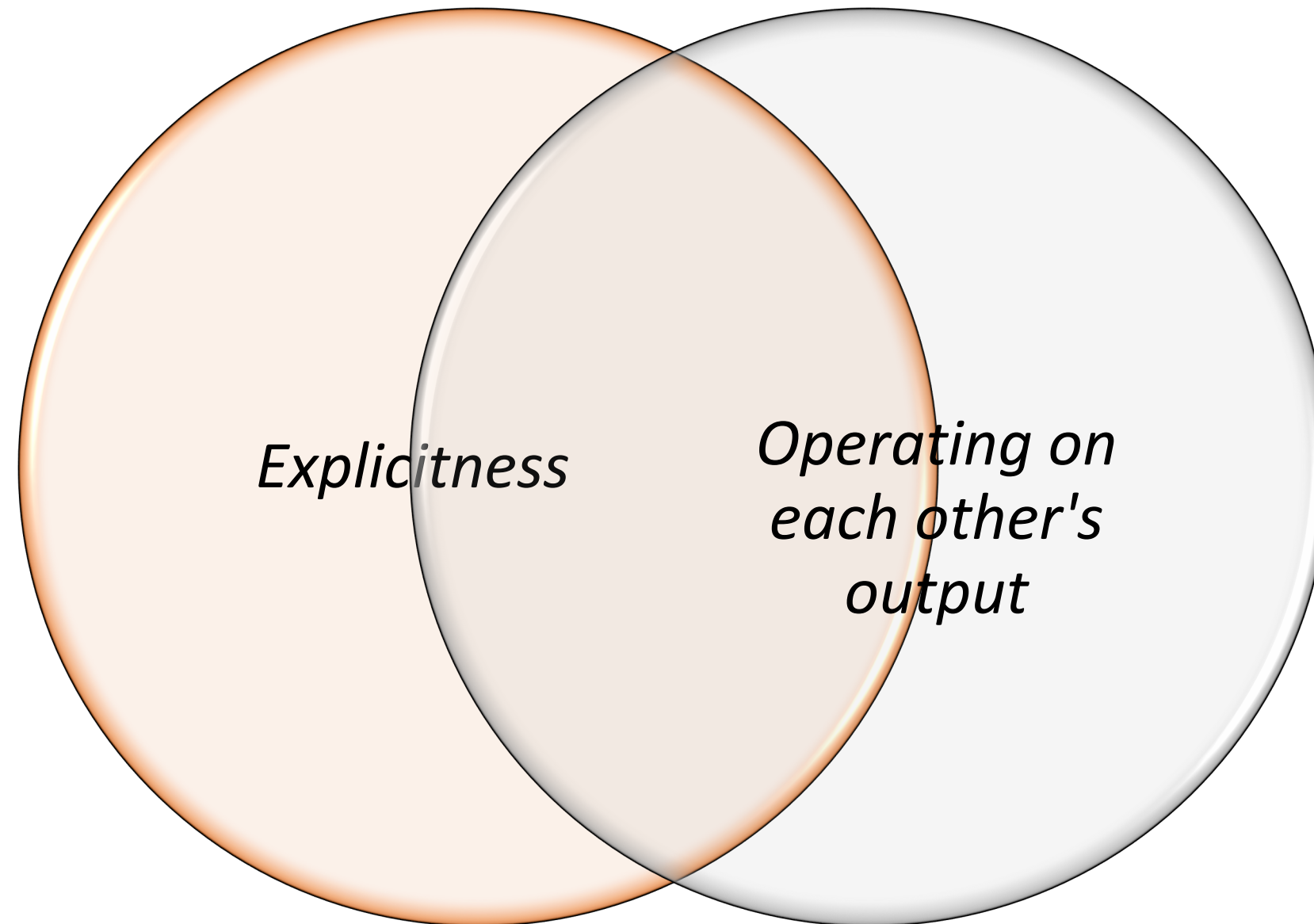
- **Balance of talking**
- **Change in views**
- **Increased understanding**



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TRANSACTIVITY

Stahl (2006) **transactivity** =
contributions where
explicit reasoning is
displayed + **reference to**
rationales offered by other
interactants.





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The task description

The students work in groups of 4 to complete a True/False statement task.

Recording of the task, and self-reporting data used by researcher in line with the University of Glasgow ethics procedure.



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Task Sample

	T	F
You can write a summary without fully understanding the original text as long as you include enough key words from the text.		
A summary should be no more than 25% of the length of the original text.		
It is possible to summarise a research paper or article in a single sentence.		



Methodology

- **Conversation Analysis- “understanding understanding” (Sacks, 1992)**

Jeffersonian transcripts allow examination of linguistic features and prosody.



Sample of data – colour coded

maybe maybe this article don't want to talk about eh the situation we want to eh we want to mention but eh the it it has the same **key** words so we need to pay attention to pay more attention to the eh the real eh- real meaning of the original text, eh it's my //opinion.

2:02 S1 //Yeah, yes I agree with you *agrees*

S5 eh Yes, if we just know the key words (breathes in) eh we can't know the eh understanding of the original text, so we can not write a summary- *concludes*



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Discussion...

In our own teaching environments,

**Can we get students to develop each other's ideas... to be more explicit...
should we aim to raise their consciousness of their speaking style?**



Takeaway points

- ❖ ***Timing and physical issues***
- ❖ ***Group size, dynamic, leader (roles)***
- ❖ ***Participation crucial to avoid fragmented conversations (Mercer, 2019)***
 - ❖ ***Routine and regularity- build normalisation***
 - ❖ ***Specific task, consensus***
 - ❖ ***Task should link to week/day/unit's work***
 - ❖ ***Demonstrate by taking part***



Key References

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Thank you for participating!

ANY QUESTIONS?

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