HIGH QUALITY INTERACTION IN CLASSROOMS

A Focus for Professional Learning

RESI DAMHUIS *, & AKKE DE BLAUW **

*Marnix Academie, Utrecht ** University of Amsterdam*

Abstract. Oral language education is important throughout primary school for the development of language and learning. Yet in today's educational practice this core principle is neglected and classroom interactions lack quality. Teachers know that supporting students to participate actively in learning is important but they do not master the interaction skills to apply this knowledge in practice. However, as small scale studies demonstrate, teachers can acquire the necessary skills to improve the quality of classroom interaction and can learn to adopt a new teacher role. To promote this on a national scale we developed a checklist for teachers that focuses on acquisition oriented interaction strategies. These teacher strategies are linked to complementary child participation. In order to yield actual changes in classroom conversations professional learning must be well structured. Major course elements on the checklist are: the use of video footage of teachers' own classroom conversations, and team meetings combined with individually oriented teacher guidance in the classroom. Evaluations of this course yielded positive reactions. In order to guarantee implementation we developed courses for teacher facilitators as well. Presently efforts are being directed at science education in primary schools, and integration of the language and learning course in the teacher training college curriculum.

Keywords: oral language education, primary school, classroom interaction, new teacher role, teacher interaction strategies, teacher checklist, professional learning**.**

Chinese
[Translation Shek Kam Tse]
课堂内的高质量互动
——专业学习的一个焦点

口语教学在小学阶段的语言与学习发展中，扮演着重要角色。但是，在今天的教学实践中，这个核心的原则却被忽略，课堂互动也缺乏质量。教师们都明白鼓励学生积极参与学习的重要性，但是他们却无法掌握相关的交流技巧，把这种认识落实到实践中。不过，正如小型的研究表明，教师具有能力，掌握提高课堂互动质量的相关技巧，并能学习如何采取一个全新的教师角色。为了将此推广到国家范围，我们就导向习得的互动策略，为教师设计了一个列表。这些教学技巧，与相应的学生参与紧密挂钩。要促成课堂对话的实质改变，专业学习必须系统化。这项列表上的主要课程环节包括：在课堂对话中利用录像；以及小组会议接合个体导向的教师课堂引导。这项课程获得了积极的反响。为了确保其落实，我们也为教师培训员设计了课程。目前，主要的努力指向小学的科学教育，以及在教师培训学院的整体课程中，融入语言与学习的相关单元。

Dutch
[Translation Tanja Janssen]
TITEL. Goede interactie in de klas. Focus voor opleiding en nascholing
SAMENVATTING. Onderwijs in mondelinge taalvaardigheid is gedurende het hele basisonderwijs belangrijk voor de taalontwikkeling. Toch wordt dit kernprincipe in de huidige praktijk verwaarloosd en laat de kwaliteit van interacties in de klas te wensen over. Leerkrachten weten dat het belangrijk is om leerlingen te stimuleren tot actieve betrokkenheid bij het leren, maar wat ontbreekt zijn interactievaardigheden waarmee zij deze kennis in praktijk kunnen brengen. Verschillende kleinschalige onderzoeken laten zien dat leerkrachten in staat zijn de noodzakelijke vaardigheden te verwerven waarmee zij de kwaliteit van klasse-interacties kunnen verbeteren en dat zij een nieuwe leerkrachtrol kunnen aannemen. Om dit op een landelijke schaal te bevorderen ontwikkelden we een checklist voor leerkrachten voor de verwerving van interactiestrategieën. De leerkrachtstrategieën zijn verbonden aan complementaire participatie van het kind. Om echte veranderingen in klassegesprekken te bewerkstelligen moeten cursussen voor leerkrachten zorgvuldig opgebouwd zijn. De belangrijkste elementen in de cursus zijn: het gebruik van videofragmenten van eigen klassegesprekken en teambijeenkomsten gecombineerd met individuele begeleiding van de docent in de klas. Evaluaties van deze cursus lieten positieve reacties zien. Om implementatie te garanderen ontwikkelden we ook cursussen voor onderwijsbegeleiders. Op dit moment zijn de inspanningen gericht op natuur- en techniekonderwijs in het basisonderwijs en op integratie van de taal- en denkontwikkeling in het curriculum van de lerarenopleiding.
TREFWOORDEN: onderwijs in mondelinge taalvaardigheid, basisonderwijs, interactie in de klas, nieuwe leerkrachtrol, interactiestrategieën, checklist voor leerkrachten, opleiding en nascholing.

Finnish
[Translation Katri Sarmavuori]
TITTELI: Korkean laadun interaktio luokkahuoneissa. Ammatillisen oppimisen focus
ABSTRAKTI: Suullisen kielen opetus on tärkeää kautta peruskoulun kielen ja oppimisen kehittymiseksi. Kuitenkin tämän päivän opetuskäytännöissä tämä perusperiaate on laiminlyöty ja luokkahuoneinteraktiosta puuttuu laatu. Opettajat tietävät, että oppilaiden kannustaminen osallistumaan aktiivisesti oppimiseen on tärkeää mutta he eivät hallitse vuorovaikutustaitoja soveltaakseen tätä tietoa käytäntöön. Kuitenkin, kuten pienimuotoiset tutkimukset osoittavat, opettajat voivat saada tarpeelliset taidot edistääkseen luokkahuoneen interaction laatua ja voivat oppia omaksumaan uuden opettajan roolin. Tämän edistämiseksi kansallisessa määrin kehitimme opettajille tarkistuslistan, joka keskittyy vuorovaikutusstrategioiden omaksumiseen. Nämä opettaja-strategiat yhdistyvät täydentävään lapsen osallistumiseen. Jotta luokkahuonekeskusteluun tuotettaisiin muutoksia ammatillinen oppiminen täytyy strukturoida hyvin. Tarkistuslistan pääasialliset kurssielementit ovat: opettajien omien luokkahuonekeskusteluiden videointi, ryhmäistunnot, joihin yhdistyy opettajien yksilöllinen ohjaus luokkahuoneessa. Tämän kurssin arviointi tuotti positiivisia reaktioita. Täydennykseksi järjestämme myös opettajien ohjaajille kursseja. Parhaillaan suuntaudutaan alakoulun tiedekasvatukseen sekä kielen ja oppimisen integrointiin opettajankoulutuksen opetussuunnitelmassa.
AVAINSANAT: suullinen kielenopetus, alakoulu, luokkahuoneinteraktio, opettajan uusi rooli, opettajan interaktiostrategiat, opettajan tarkistuslista, ammatillinen oppiminen

French

[Translation Laurence Pasa]

TITRE : Des interactions verbales de haute qualité en classe – Une vue pour la formation

RÉSUMÉ : L'enseignement de la langue orale est important tout au long de l'école primaire pour le développement du langage et des apprentissages. Pourtant, dans les pratiques pédagogiques actuelles, ce principe de base est négligé et les interactions en classe sont de faible qualité. Les enseignants savent que la participation active du sujet est importante dans l'apprentissage, mais ils ne maîtrisent pas les compétences nécessaires pour mettre cette connaissance en pratique. Néanmoins, comme des études l'ont montré sur de petits échantillons, les enseignants peuvent acquérir les compétences requises pour améliorer la qualité des interactions verbales et peuvent modifier leur rôle d'enseignant. Afin de le vérifier sur une échelle nationale, nous avons développé, pour les enseignants, un référentiel de stratégies d'interaction centrées sur les apprentissages. De façon complémentaire, ces stratégies d'enseignants sont liées à la participation des enfants. Pour produire des changements réels dans les interactions verbales en classe, la formation professionnelle doit être bien structurée. Les éléments de cours importants de ce référentiel sont : l'utilisation de séquences vidéo des échanges verbaux en classe et des réunions d'équipe combinées avec un suivi individuel des enseignants dans leur classe. Les évaluations de ce cours ont produit des résultats positifs. Pour garantir l'implantation, nous avons développé des cours destinés également aux formateurs d'enseignants. À présent, nos efforts se tournent vers l'enseignement des sciences à l'école primaire et l'intégration de cours sur le langage et l'apprentissage dans le programme de formation des enseignants.

MOTS-CLÉS : enseignement de la langue orale, école primaire, interactions en classe, formation, nouveau rôle de l'enseignant, référentiel enseignant, stratégies d'interaction de l'enseignant.

Greek

[Translation by Panatoya Papoulia Tzelepi]

Τίτλος: Αλληλεπίδραση υψηλής ποιότητας στην τάξη. Εστίαση επαγγελματικής μάθησης

Περίληψη: Εκπαίδευση στην προφορική γλώσσα είναι σημαντική σε όλο το δημοτικό σχολείο για την ανάπτυξη της γλώσσας και της μάθησης. Όμως, στην σημερινή πρακτική αυτή η σημαντική αρχή παραμελείται και οι αλληλεπιδράσεις στην τάξη στερούνται ποιότητας. Οι δάσκαλοι γνωρίζουν ότι υποστήριξη την μαθητών να λαβαίνουν ενεργό μέρος στη μάθηση είναι σημαντική αλλά δεν κατέχουν τις δεξιότητες αλληλεπίδρασης ώστε να μεταφέρουν αυτή τη γνώση στην πράξη. Εντούτοις, όπως μικρής κλίμακας έρευνες δείχνουν, οι δάσκαλοι μπορούν να αποκτήσουν τις αναγκαίες δεξιότητες για να βελτιώσουν την ποιότητα της αλληλεπίδρασης στην τάξη και να μάθουν ένα νέο ρόλο. Για να προωθήσουμε αυτή την αντίληψη σε εθνική κλίμακα αναπτύξαμε ένα κατάλογο-λίστα για τους δασκάλους που εστιάζει στην κατάκτηση στρατηγικών αλληλεπιδράσεων. Αυτές οι στρατηγικές των δασκάλων συνδέονται με τη συμμετοχή του παιδιού. Με στόχο πραγματικές αλλαγές στη συζήτηση μέσα στην τάξη, η επαγγελματική μάθηση πρέπει να είναι στέρεα δομημένη. Μείζονα στοιχεία του καταλόγου-λίστας είναι: χρήση αποσπάσματος βίντεο από τις συζητήσεις του δασκάλου στην τάξη και από τις συναντήσεις της ομάδας σε συνδυασμό με ατομική καθοδήγηση του δασκάλου στην τάξη. Αξιολογήσεις αυτής της δράσης είχαν θετική αντίδραση. Για να εξασφαλίσουμε την υλοποίησή του αναπτύξαμε επίσης μαθήματα για τους διευκολυντές των δασκάλων. Επί του παρόντος η προσπάθεια στρέφεται στους δασκάλους της φυσικής επιστήμης στο δημοτικό σχολείο και την ενσωμάτωση του μαθήματος «γλώσσα και μάθηση» στο πρόγραμμα του κολλεγίου εκπαίδευσης εκπαιδευτικών.

Λέξεις κλειδιά: Προφορικός λόγος, πρωτοβάθμιο σχολείο, αλληλεπίδραση στην τάξη, ο νέος ρόλος του δασκάλου,επαγγελματική μάθηση.

Italian

[Translation Manuela Delfino, Francesco Caviglia]

TITOLO: Interazioni di qualità in classe. Un tema critico per l'apprendimento professionale

SINTESI : L'educazione all'espressione orale è importante durante tutto il percorso della scuola primaria per lo sviluppo delle competenze linguistiche e dell'apprendimento. Eppure nella pratica didattica attuale questo principio di base viene trascurato e le interazioni nella classe mancano di qualità. Per quanto i docenti sappiano quanto sia importante sostenere gli studenti nella partecipazione attiva all'apprendimento, gli stessi non padroneggiano le abilità di interazione per applicare questa consapevolezza alla pratica. Tuttavia, come dimostrano studi su piccola scala, i docenti possono acquisire le abilità necessarie per migliorare la qualità delle interazioni in classe e possono imparare ad adottare un nuovo ruolo come docenti. Per promuovere tutto questo a livello nazionale, abbiamo sviluppato una lista

di indicazioni rivolta a docenti che si focalizza sull'acquisizione di strategie orientate all'interazione. Queste strategie dei docenti sono connesse alla partecipazione complementare del bambino. Allo scopo di ottenere reali cambiamenti nelle conversazioni in classe, l'apprendimento professionale deve essere ben strutturato. Elementi principali nella lista di indicazioni sono l'uso di registrazioni video delle conversazioni dei docenti in classe, e lo svolgimento di incontri di gruppo associati alla guida individuale del docente in classe. La valutazione di questo corso ha fornito reazioni positive. Per garantirne l'implementazione abbiamo sviluppato quindi anche dei corsi di formazione per i facilitatori dei docenti. Gli attuali sforzi sono indirizzati all'educazione scientifica nelle scuole primarie e all'integrazione di corsi di lingua e apprendimento nel curricolo delle scuole di formazione degli insegnanti.

PAROLE CHAIVE: didattica della lingua orale, scuola primaria, interazione in classe, nuovo ruolo degli insegnanti, strategie di interazione degli insegnanti, lista di cose da fare per insegnanti, apprendimento professionale

Portuguese

[Translation Paulo Feytor Pinto]

TITULO: Interacção de Alta Qualidade na Sala de Aula. Foco no Aprendizagem Profissional.

RESUMO: O ensino oral de línguas é importante para o desenvolvimento da língua e da aprendizagem ao longo dos primeiros anos de escolaridade. No entanto, na prática lectiva actual este princípio basilar é negligenciado e a interacção em sala de aula não tem a qualidade desejada. Os professores sabem que é importante apoiar a participação activa dos alunos nas aprendizagens, mas não dominam as competências de interacção oral que permitem pôr em prática essa constatação. Porém, como demonstram alguns estudos de pequena escala, os professores podem adquirir as competências necessárias à melhoria da interacção em sala de aula e podem aprender a assumir o novo papel de professor. Para promover estas mudanças a nível nacional, concebemos uma lista de verificação para professores centrada em estratégias de interacção orientadas para a aquisição. Estas estratégias dos professores associam-se à participação suplementar das crianças. Tendo em vista produzir mudanças efectivas na conversação em sala de aula, o conhecimento profissional deve ser bem estruturado. Os principais elementos da lista de verificação são: o uso de registos vídeo da interacção oral dos próprios professores em sala de aula e reuniões de grupo combinadas com a orientação individual de professores. A avaliação desta iniciativa produziu reacções positivas. Para garantir a sua implementação, também desenvolvemos cursos para professores-facilitadores. Actualmente, os esforços concentram-se na educação científica nos primeiros anos de escolaridade e na integração do curso de língua e aprendizagem no currículo da formação inicial de professores.

PALAVRAS-CHAVE: ensino oral de línguas, escola primária, interacção em sala de aula, novo papel do professor, estratégias de interacção do professor, lista de verificação do professor, formação profissional.

Polish

[Translation Elżbieta Awramiuk]

TYTUŁ: Wysokiej jakości interakcje klasowe. Kształcenie zawodowe

STRESZCZENIE: W szkole podstawowej nauka języka mówionego jest ważna ze względu na rozwój języka i uczenia się. Mimo to w dzisiejszej praktyce szkolnej ta główna zasad jest negowana i klasowe interakcje są niskiej jakości. Nauczyciele wiedzą, że wspieranie uczniów w aktywnym uczeniu się jest ważne, ale nie kształcą umiejętności interakcji, aby przełożyć tę wiedzę na praktykę. Jednak jak demonstrują prowadzone na niewielką skalę badania uniwersyteckie, nauczyciele mogą posiąść niezbędne umiejętności rozwijania jakości klasowych interakcji i mogą nauczyć się przyjmowania nowej roli. Aby promować to w skali narodowej, zbudowaliśmy dla nauczycieli listę kontrolną, która koncentruje się na nabywaniu strategii interakcyjnych. Te nauczycielskie strategie są powiązane z uzupełniającym je uczestnictwem dzieci. Aby uzyskać rzeczywiste zmiany w klasowej konwersacji zawodowej, nauczanie musi być dobrze ustrukturyzowane. Główne elementy kursu na liście kontrolnej to: użycie materiału filmowego z klasowych konwersacji oraz spotkania zespołowe łączone z indywidualnym przewodnictwem nauczyciela w klasie. Ocena tego kursu wypadła pozytywnie. Aby uzyskać gwarancję zastosowania, rozwijamy kursy pomocników nauczycieli. Obecne wysiłki są kierowane na nauczanie przedmiotów ścisłych w szkole podstawowej oraz włączenie kursu języka i uczenia się w program kształcenia nauczycieli.

SLOWA-KLUCZE: kształcenie języka mówionego, szkoła podstawowa, interakcje klasowe, nowa rola nauczycieli, nauczycielskie strategie interakcyjne, nauczycielska lista kontrolna, kształcenie zawodowe

Spanish
[Translation Ingrid Márquez]
TÍTULO : Interacción de alta calidad en el salón de clase. Un enfoque para el aprendizaje profesional
RESUMEN: La educación oral de una lengua es importante durante la escuela primaria para permitir el desarrollo del lenguaje y del aprendizaje. Sin embargo, en la práctica educativa actual se pasa por alto este principio vital, y las interacciones en clase suelen ser de baja calidad. Los maestros reconocen la importancia de hacer que el estudiante participe activamente en el aprendizaje, pero no tienen las habilidades interactivas suficientes para poner este conocimiento en práctica. Como los estudios a baja escala han demostrado, sin embargo, los maestros pueden adquirir las habilidades necesarias para mejorar la calidad de las interacciones en el salón al aprender a adoptar un nuevo papel docente. Para promover esto a escala nacional, desarrollamos una lista de comprobación que permita al maestro dominar las estrategias para una mejor interacción. Dichas estrategias están ligadas a la participación complementaria del estudiante. Para conseguir verdaderos cambios en las conversaciones que tomen lugar en el salón, es menester tener un aprendizaje profesional bien estructurado. Algunos elementos básicos que aparecen en la lista de comprobación son el uso de grabaciones de video que demuestren las conversaciones en las aulas de los maestros y reuniones de equipo combinadas con dirección individual orientada hacia el docente en el salón. La evaluación de este curso provocó reacciones positivas. Para garantizar su implementación adecuada, también desarrollamos cursos para los guías de los maestros. Actualmente, se dirigen los esfuerzos a la educación científica en las escuelas primarias y a la integración del curso de lenguaje y aprendizaje en el plan de estudios para entrenamiento de docentes en la universidad.
PALABRAS CLAVES: Enseñanza del idioma oral, escuela primaria, interacción en el aula, nuevo papel de maestro, estrategias de interacción del docente, lista de comprobación para el maestro, aprendizaje profesional.

1   CONTEXT: THE NEED FOR HIGH QUALITY ORAL INTERACTIONS IN THE CLASSROOM

Oral language education is important in all grades of primary school, for both L1 and L2 learners. Firstly, speaking and listening are foundation skills for reading and writing. Secondly, they are instrumental in the acquisition of both knowledge (e.g. science) and language. And thirdly, they are highly valued social skills in school and the wider world (see for instance Snow, Burns & Griffin 1998; New Standards 2001). Therefore, oral language education can be said to serve as a bridge to other language skills and to active participation in the social world around us.

Is this important bridging function, however, adequately reflected in today's educational practice? We answer this question with an unqualified "No". This judgment arises primarily from our own experience in the Netherlands in our work for the National Centre of Language Education. The problem, however, does not appear to be limited to the Netherland; other countries have similar experiences. This became apparent at the most recent IAIMTE conference (Exeter, UK, March 2007). A fellow researcher phrased it thus: "In the English speaking world, oral work has never been given the attention it deserves in English curriculum and pedagogy". The development of standards for speaking and listening for primary education provides a clear example of an attempt to bridge this gap in the English speaking world (New Standards 2001).

Two key observations underpin the current state of oral language education. Firstly, in most primary schools oral language education recedes into the background when literacy is formally taught, around age 6 or 7, and this neglect continues in later years. Secondly, teachers take up most of the talk in the classrooms: hence, students are not actively enough involved in thinking and

talking. This is despite the fact that current educational rhetoric promotes a *new teacher role,* namely that of supporting students to participate actively in learning. We see the problem on two levels: (a) the frequency of classroom interactions, and (b) the quality of the interactions.

Our analysis suggests that although teachers may be aware of *the new teacher role*, this is not the same as practising it. This new role proves challenging and difficult. Teachers may master the knowledge that underlies language acquisition, active learning and interaction strategies, but they do not master the interaction skills to apply the knowledge in practice.

Thus, we argue a need in teacher education to bridge this gap and find ways the new teacher role can be put into practice. For this purpose, we developed a resource for teachers called LIST: Language acquisition through Interaction Strategies for Teachers. This checklist is embedded in a professional learning course for teachers in preschool and primary education. It aims to provide better opportunities for L1 and L2 learning of students by changing the interaction in language, science and other subject activities in primary school. The strategies are applicable both in whole class and small group settings.

Before we outline this course we briefly sketch the theoretical framework of our approach and illustrate the desired high quality interaction with an example of classroom conversation. Then we introduce and explain the LIST self-evaluation instrument, which is the heart of the course. Next we present the other components of LIST, the reasons for constructing it in this way, and teacher evaluations of the course. We conclude the article by discussing some implementation issues and plans for the future.

2   INTERACTION, PRODUCTION AND (LANGUAGE) LEARNING: A THEORETICAL FRAMEWORK

Why should teachers be concerned about improving the quality of interaction in their classrooms? Why should it be a major concern in teacher education? We draw on theory and research in L1 and L2 acquisition and on more general learning theory to answer these questions.

L1 research shows a consensus regarding the quality of oral, social interaction as the main factor in determining the quality of language development. The shift towards pragmatics (Bates 1976, Wells 1985, Ninio & Snow 1996) emphasizes the crucial role of interaction for later language development, especially the relationship between extended discourse and academic success.

L2 research reveals a similar paradigm shift, initiated by Hatch (1978). Interaction is acknowledged as a major source for language acquisition (see review by Gass & Mackey 2006). Learners need to receive comprehensible input, which provides the 'model' for the target language. This comprehensible-Input Hypothesis (Krashen 1980, 1985) is complemented by a comprehensible-Output Hypothesis (Swain 1985, 1995, 2005). Learners need to produce pushed, comprehensible output, in order to learn the language. Only by producing language themselves can learners go from "semantic, open-ended, non-deterministic, strategic processing

prevalent in comprehension to the complete grammatical processing needed for accurate production" (Swain, 1995, 128). Thus, production does not merely bring about fluency, but brings forth new language 'knowledge'.

Most L1 research concerns parent-child interaction at home focusing on young children. L2 research includes language acquisition in school contexts and learners of all ages. In spite of this difference in contexts, the general conclusion is that language acquisition of L1 and L2 learners depends upon the quality of oral interaction. This emphasis on interaction does not ignore the important role of other factors in language acquisition. Among these are socio-psychological factors (Meisel et al. 1981), personality factors (Seliger 1977) and differences in context (Tizard & Hughes 1984, Wells 1985). Nevertheless, interaction in particular is a factor that may be optimized in school.

In sociocultural theory (Vygotsky 1978, Leontiev 1981) learning is conceived as a social activity. In the transactional model of education, classroom discourse functions as a thinking device (Wertsch & Toma 1995). Students participate actively to construct new knowledge through dialogue (Steffe & Gale 1995). This perspective of active learning requires a new role for the teacher in classroom discourse. The teacher encourages students to think out loud together about the issue at hand in order to arrive at a deeper understanding. This contradicts the traditional role of the teacher, where the teacher dispenses factual knowledge and expects students to passively receive and store that knowledge. The new teacher role is described for instance for science education (O'Connor & Michaels 1996), for mathematics (Lampert 1990) and for science education with second language learners (Verplaetse 2000). The content based approach explicitly makes use of the interconnection between knowledge and language learning.

In sum, research and theory in linguistics and learning indicate that interaction is an important source for language and learning in school. The prerequisite is that interaction consists of appropriate input and feedback as well as ample and pushed output. This type of interaction is referred to as 'acquisition oriented interaction' in this article. The importance of interaction holds true for L1 and L2 learners, and in all grades of primary education.

We position our work within a balanced educational perspective: education that seeks a balance between instructive learning and constructive learning. In the school context a great advantage of focusing on interaction lies in the possibility of influencing it.

3   THE NEW TEACHER ROLE FOR INTERACTION: A GOOD PRACTICE

What does language acquisition oriented interaction in the classroom look like? What do we want to see? We move beyond the focus on theory and examine practice.

We present an example from a small group activity in kindergarten. While the rest of the class works individually, four five-year-old students engage in interaction

with their teacher several days before December 5th, Saint Nicholas's birthday.[1] In The Netherlands Saint Nicholas, or Sinterklaas as we call him, has the status and the importance of what in other countries is known as Father Christmas, Santa Claus, Papa Noel. The story is that every year Sinterklaas arrives by boat from Spain, with his white horse and in the company of some black servants, called Zwartepiet (Black Peter) to celebrate his birthday by bringing presents and sweets to all children's houses. On this early December morning, the teacher, André, has found a letter that Sinterklaas has left behind in the school. Sinterklaas has a huge problem and is asking for help. The teacher reads the letter, thus posing the problem.

> Teacher: Do you know what the problem is? I'm going to read it for you. "I lost the key to my warehouse. Who knows what to do? Sinterklaas."

The children, strongly motivated to help Sinterklaas find his key to the warehouse with all the presents in it, start thinking and talking. Where will Sinterklaas find the key? The problem presented by the teacher provokes various thoughts:

> Marten: Let's go and look for the key
> Teacher: [connecting two children] He says go and look for the key. Joaquim?
> Joaquim: But where?
> Teacher: Oh where shall we look for the key?
> Marten: Bu...I don't know
> Kim: But do you know...
> Teacher: Kim?
> Kim: How...how do we get to the warehouse?
> Joaquim: Yes, how... but where shall we start?
> Teacher: Yes where shall we start?

The solution the children come up with is to use a map, but where can they find a map? Then the girls suggest asking the assistance of everyone in the class. Marten thinks of the horse tracks. The teacher's role is to facilitate the students' thought and talk.

> Marten: We just need a map so that we can find...that key
> Teacher: Yes
> Joaquim: Yes but we don't have any maps
> Nora: [Points to the letter of Sinterklaas] Hey look here!
> Marten: But...how can...
> Joaquim: [Looking to the letter] But there is nothing behind this here
> Marten: Sinterklaas also don't have no map
> Teacher: There is nothing behind it
> Joaquim: no so...
>
> ... [a bit later in the conversation] …

---

[1] Source of this video registered interaction: cd-rom *Aan de praat... goede gesprekken in de klas* (R.Damhuis et al, 2001) (*Talking... good conversations in the classroom). See for the transcript translated into English and the filmclip http://l1.publication-archive.com/public?fn=enter&repository=1&article=283*

Joaquim:	Yes but if he says 'help' he just hás to [= Sinterklaas has to tell where his secret warehouse is]
Teacher:	Yes you're right. He surely needs our help now
Joaquim:	But
Kim:	The help of the whole class
Teacher:	Yes it just might be easier if...
Kim:	Go with the whole class!
Nora:	Then we can look for it with the whole class.
Teacher:	Yes

... [a bit later in the conversation] …

| Marten: | Yes but I know, I know, do you know....we could...follow the horse fff..footprints. You can do that! |
| Teacher: | Yes you could do that |

This is the quality of classroom interaction needed more in classrooms because of the active language use and thinking that take place here. This kind of sociocultural interaction yields learning. Within this perspective several teacher strategies may be concretised to support teachers in their quest for improving interaction quality. These concrete strategies related to the participation characteristically required for active, constructive learning. Making this link explicit helps teachers develop an awareness of interaction strategies they can use in class.

It is important to notice that it is the teacher who creates the opportunities for children to speak. In language- and thinking oriented conversations students take turns on their own initiative. Students do a lot more than just answer teacher questions. They share feelings and ideas and engage in peer conversations, not only teacher-oriented conversations. The *Lost key*-example demonstrates the use of complex cognitive language functions. These kindergarten-children pose problems and solve problems by reasoning, in spite of their age and the fact that they are not yet literate.

This high quality interaction would not have been possible without a change in the teacher role. The main feature of the old teacher role is starting and elaborating classroom conversations by continuously asking questions. The teacher is active instead of the student. In his new role the teacher of the *Lost key*-example presents an interesting problem and then holds back. He supports the children's thinking and their problem solving efforts by listening to their ideas and giving listening responses (e.g. 'yes' and repeating a student's phrase) and acting as a participant with the students. Teacher André even withdraws his own statement (*I know where the warehouses are. You have to go over that bridge*) when one of his students suggests that he cannot know where the warehouse of Sinterklaas is. *No, that's true. I only know the warehouses of the people,* André admits.

4   INDICATIONS OF CHANGE

Is this new teacher role behaviour learnable? A few small scale studies conducted while working with teachers and developing an instrument and course on interaction strategies show this to be the case. They suggest the teacher role in interaction is not a more or less fixed characteristic or practice.

The teacher of the *Lost key*-example was involved in one of our early projects. Before he received personal training and coaching on interaction strategies promoting language acquisition he took the old teacher role by asking questions continuously. An example from an activity initiated by this teacher prior to participating in our project illustrates the role that teachers traditionally play. This *Photo book* conversation revolved around some classroom photos.

> Teacher: They build a castle here. Do you see? And this, is this a castle too?
> Student: No, a flat
> Teacher: That's the flat, isn't it? Do you know who lived in the flat?

It is important to notice that this teacher changed his way of participating in interaction by practicing new strategies in real classroom conversations, with the support of video footage of his classroom interaction and localized individual coaching.

Figure 1 demonstrates that teacher's conversational behaviour had changed dramatically after being trained and individually coached. He used to take up 45% of the total number of turns, in the *Photo book* conversation. After being introduced to these strategies, this figure dropped to 35%, in the *Lost key*-example. In the number of words spoken in the conversation he halved his share: from 80% to 40% of the total number of words. As a consequence student talk went up from 20% to 60% of the total number of words (De Blauw et al., 2000).
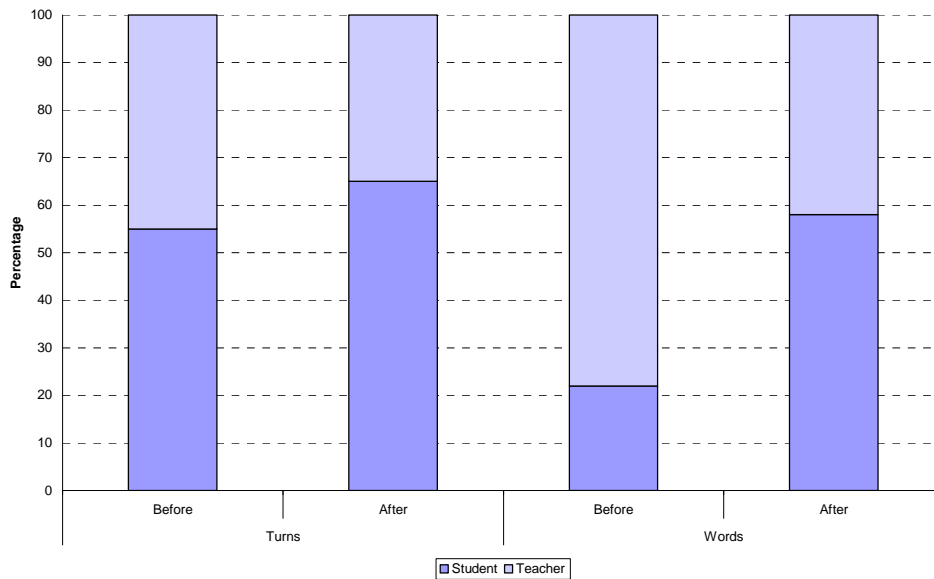

Figure 1: Teacher and student participation before coaching
(Photo book) and after (Lost key)

In addition, two small scale studies showed actual changes in teacher and student participation in the interaction. Jansen (2001) investigated ten small group activities that teacher André performed in the course of the personal guidance period. She did a qualitative analysis on episodes in which the teacher created opportunities for student participation by giving listening responses or keeping silent. In such instances the students participated more elaborately, the student to whom the listening response was directed often continued with his turn, and students often added content to the current topic. Quantitative analyses show a variation in teacher participation, but the level in each activity remained closer to the characteristics of *Lost Key* than to *Photo book*. Moreover, in all activities the students added more to the content of the conversation than the teacher did.

In a more recent study, Jansen (2005) followed a primary school teacher and a preschool teacher who participated in a pilot version of the LIST teacher team course. In this course, each participant chose a personal learning point. Both participants changed their way of interacting on these points. The preschool teacher used more open questions instead of closed ones, and connected more often to the content of what the children said. The primary teacher realised more silences, refrained more from asking questions continuously and made more often a thought-provoking statement.

We conclude that by such hands-on professional learning, a teacher is indeed able to change his or her way of participating in interaction, developing interaction strategies that favour language acquisition. The teachers in our studies did actually adopt the new teacher role.

We have to bear in mind that these studies are restricted in several ways. They do not show in a generalisable way how effective the course is, but merely point out that the new teacher role is learnable and that it generates more active students' participation. What conditions and which contexts produce the best results remains to be investigated further. Our studies concerned the lower grades of primary education. At present, several pilots are being conducted in higher grades (6 – 12 year old students). Teachers from these higher grades reflect in coaching sessions on their own participation in interaction. They signal similar changes in their students' participation in language and science activities as our studies revealed for lower grade students. We have not yet conducted pilot projects in secondary education. The exploratory findings suggest trials on a larger scale. However, it is necessary to have an appropriate model for teacher professional learning in combination with classroom tools. We present in the next sections the tool and the model we developed.

5   LIST: A CLASSROOM TOOL

In the previous sections we illustrated how the higher quality of classroom conversation enhances language and knowledge acquisition. We cited several teacher actions and student behaviours. These belong to the classroom tool we developed as the core of our teacher course. It is a checklist for teachers containing (1) interaction strategies that create acquisition oriented interaction and (2)

complementary child behaviour. The checklist has the acronym LIST: Language acquisition through Interaction Strategies for Teachers, and is provided in the appendix to this article.

The purpose of the checklist is to supply teachers with a set of concrete strategies that they can link to actual and desired student behaviour in classroom conversations. Five categories are distinguished:

1) prerequisites for communication
2) language input
3) active participation
4) rich content of conversation
5) feedback

The five categories are based on the three well known elements of interaction, i.e. input, production and feedback. The production element is represented by two categories: amount of student participation (3), and quality (4). This reflects the need for more emphasis on the production element in classroom conversations. As stated earlier, generally speaking teachers are aware of the need for appropriate input and feedback, but they are far less aware of the need for active production by the learner. For this reason the production categories contain more strategies than the others.

The strategies in LIST originate from combining research with practice. Research into L1 and L2 acquisition yielded an extensive list of features of language acquisition oriented interaction (drawing e.g. from Ninio & Snow 1996, Wells 1985, Swain 1985, 1995). Classroom conversations vary strongly in these features (Damhuis 1995, 2000). Translating such features into strategies for teachers resulted in a long list of 40 teacher strategies, ranging across the five categories mentioned above. Not surprisingly, teachers and educators found this list too extensive to work with efficiently. The need for a more concise list was clear. Thus a selection was made on the following criteria:

- each category must be represented by some strategies,
- the production category has to be specified most intensely,
- selected strategies need to have a strong potential for improving the quality of the interaction,
- strategies must be describable in terms of everyday teaching practice.

Thus LIST, tested and evaluated in pilot schools, contains the most powerful interaction skills and strategies. To illustrate, we describe several participation patterns explicitly formulated as three child behaviours and accompanying teacher strategies. In the child part of the checklist (see Appendix), actual student behaviour is specified. The child:

       1a. "is confident to speak"
       3c. "takes turns on his/her own and expands on his/her turns"
       4c. "uses and expresses a higher level of thinking"

The teacher part of the checklist offers complementary teacher strategies for each student behaviour. As a teacher,

> 1a. "I create a safe environment"
> 3c. "I refrain from asking questions continuously"
> 4c. "I encourage the child to use and verbalize a higher level of thinking"

Teachers can use the LIST checklist in two directions, as explained by the two following examples.

Example 1.

A teacher observes in her classroom that a student never initiates turn taking, but only speaks when asked a specific question. The teacher considers several possible causes, such as shyness and lack of motivation. However, there is only one factor that the teacher is able to influence directly: 'giving the opportunity for active participation'. This teacher may need to consider how she is structuring the speaking floor too much by posing one question after the other, how the child's role will be restricted to 'passive respondent' and how this counters active learning (see section 2). If the teacher alters her own actions in the conversation and refrains from continuously asking questions, she will create authentic opportunities for the student to take conversational turns on his own. The benefit for the student of doing so arises from getting the opportunity to expand his language knowledge and competence. The teacher moves here from the child part of the checklist to the teacher part.

Example 2.

The teacher in the *Photo book* example in the earlier section noticed that in his teaching he focused mainly on the simple cognitive functions of labelling and describing. Students were not stimulated to make comparisons, to reason or to draw conclusions. Therefore, he created a topic that would entice the children to do so: the *Lost Key*. Moreover, he adjusted his own role in the conversation: using strategies from the categories active participation (3) and rich content of the conversation (4). The *Lost Key* example shows what good opportunities for complex cognitive functions a conversation may generate, if the teacher allows for such enrichment of the content. In this example the teacher starts with the teacher part of the checklist and moves towards the child part.

In real classroom conversation the strategies in the LIST-checklist do not function in isolation. When a teacher tries to refrain from asking questions continuously (3c), she needs to do other things. Other strategies in the checklist may come to her aid: for instance, give listening responses (3b) and keep silent after that (3a), or make a thought provoking statement (3e). These actions create opportunity for active participation. Enforcement also occurs between categories. Higher level thinking (4c) may be encouraged with a thought provoking statement (3e), e.g. *We will never find that key*. Stating something, with which the children probably will not agree, provokes them to come up with more likely explanations themselves.

For practical reasons, the items in the checklist must be sparsely formulated. The teacher manual we developed (Damhuis, De Blauw & Brandenbarg, 2004) expands,

describes and illustrates all the teacher strategies. Examples are drawn from Grades 1 to 8 (age 4 to 12). Practical suggestions support teachers in implementing the oral interaction strategies.

To summarize, the new features of the LIST tool are defined by complementary child and teacher components and by concrete specification of strategies that stimulate language production by the learner.

6   LIST TEACHER COURSE

Professional learning that focuses on skills must be well structured in order to account for a real change in classroom conversations. Teachers will need knowledge and new insights as well as practice in their own environment (e.g. Huffman 2006). They learn to recognize crucial child behaviour and attend to their own skills in order to change their interaction strategies in conversations. They need practice and time in order to internalize the new actions and incorporate them into their professional repertoire and their general concept of teaching. When attempting to develop this approach in Dutch primary schools, we structured the teacher course around the following components:

1)   meetings for the school team as a whole,
2)   video-recording of teachers operating in classrooms, combined with
3)   individually planned and guided practice in the classroom.

We constructed the LIST course (De Blauw & Damhuis 2006) - aimed at stimulating language and cognitive development - in accordance with current views on teacher education (see Hohman & Weikart 1995, Bruner, cf. Donovan & Bransford 2005,Van Eerde et al. 2006). Major elements of the LIST teacher course are the following four.

Awareness of the importance of oral communication. In the team meetings teachers get new insights into the importance of oral communication in the curriculum of the school, both for L1-students and L2-students, in all grades, in language education, science and mathematics. *How do teachers learn this?* On different knowledge levels: through their own experience by role playing, by watching videos of classroom conversations, i.e. good practice from other schools, by reading transcripts, and last but not least by performing observations tasks for child language development opportunities in their own classrooms.

Development of language acquisition encouraging behaviour. By means of videotapes teachers learn to distinguish student participation that signals language acquisition opportunities and their own interaction skills that promote this kind of participation. They recognize the interdependency of the behaviour of the language learning child and adult behaviour. They learn to see language acquisition 'in process' and how to give children opportunities to develop their language and thinking. *How do teachers learn this?* Now the LIST-checklist comes into sight. The

LIST-checklist is used for observation and self-evaluation of conversations in the classroom, for real time conversations and for video registered conversations. Videos of classroom interactions play an important role in the LIST teacher course, on two levels, videos from (a) outside and (b) inside the own school situation: (a) good practice videos from unknown schools and teachers and classroom situations are studied and analyzed to learn and recognize LIST behaviours of children and (other) teachers; (b) video recordings of their own practice are analyzed in cooperation with colleagues. Here the focus is primarily on the positive instances of the interaction strategies: tops. After discussion of these successful events suggestions for improvement are offered we call "tips."

Changing conversations in the classroom. In their own classroom teachers practice (and are individually coached) to change their actual interaction skills in conversations in favour of language acquisition. *How do teachers learn this?* They practice step by step choosing their own learning points. A main characteristic of the individual practice plans they make is the autonomy they exercise in their learning. It is the teacher who decides which LIST item she or he wants to practice and be coached on. Self evaluation promotes active learning. The teachers themselves analyze videotapes and discuss whether the children in this conversation show signs of the participation needed for language acquisition. Do the children I'm working with: (1) like to communicate; (2) actually communicate; (3) participate actively in conversation; (4) contribute to content of conversation; (5) make use of feedback ? If not, what interaction strategy will change this? During the course there are several practicing periods, each concluded by a team meeting for the exchange of experiences and cooperative learning.

Implementing the new skills. After the LIST teacher course and the periods of classroom practice and individual coaching, the skills acquired through LIST must be maintained in the classrooms and in the regular curriculum of the school. *How is it possible to accomplish this?* Schools may adopt a system of quality control of classroom conversations and language acquisition. Teachers continue using LIST, making video recordings from time to time and exchanging experiences with their colleagues.

High quality teacher interaction in the classroom implies high quality teacher facilitators. In order to guarantee the implementation of good conversations in the classroom the National Centre of Language Education organizes courses for teacher trainers and school internal professionals in addition to LIST teacher course. Evaluations of the LIST teacher course have yielded positive reactions of teachers as well as teacher trainers.

We present several positive reactions here. At first teachers find video coaching scary, but soon they experience and value how well it shows what really happens in a classroom conversation. Focusing on "tops" and "tips" is a very sympathetic way of showing your video to your colleagues. The strategies in LIST contain enough eye openers to encourage teachers to focus on them and practice them. As to effects

on students, teachers notice with enthusiasm how their students' participation changes in the conversations.

What teachers and teacher trainers indicated as disadvantages are the costs and time investments. They pointed out that this kind of teacher course asks of schools to invest, not only in the costs of hiring the facilitator, but in arranging time for the teachers to attend team meetings, as well as individual coaching sessions.

7   IMPLICATIONS AND FUTURE DIRECTIONS

We presented the LIST tool and the LIST teacher course as a means to bridge gaps and to find ways in which the new teacher role can be put into practice. Up to now these instruments appear to function well in Dutch schools for primary education as well as in preschools. School counsellors and other professionals have been trained to guide the implementation in the schools.

Currently, efforts are being directed at curriculum development for science and technology in primary schools. To implement science education effectively and more in-depth for L1 as well as for L2 students, interaction, oral language and thinking development have to be integrated with the science subject matter. The National Centre for Language Education and the Marnix Academie (University of professional education) are involved in several projects, including the expansion of LIST and LIST teacher course into specialized versions for science education. A second effort would lead to the integration of the LIST course in the curriculum of teacher training colleges. At the Marnix Academie the LIST course is embedded within some subjects in the third and fourth year. A third future focus could be secondary education. Students in secondary education may also benefit from actual realisation of the new teacher role of their teachers.

Another implication concerns building up more empirical evidence. Research so far has been limited to small scale analyses of the 'trainability' of high quality interaction. In the near future, research around current courses will be set up in order to answer questions on (1) how teachers succeed in realizing high quality interaction and (2) how students participate, and (3) the next level, how students gain language and knowledge proficiency.

ACKNOWLEDGEMENTS

REFERENCES

Bates, E. (1976). *Language and context: Studies in the acquisition of pragmatics*. New York: Academic Press.

Damhuis, R. (1995). *Interaction and Second Language Acquisition. Participation and Control in classroom conversations with young multilingual children*. Amsterdam: IFOTT.

Damhuis, R. (2000). A Different Teacher Role in Language Arts Education: Interaction in a Small Circle With Teacher. In J. K. Hall & L. Stoops Verplaetse (Eds.), *Second and Foreign Language Learning through Classroom Interaction* (pp. 243-264). Mahwah, New Jersey, London: Lawrence Erlbaum Associates.

Damhuis, R., de Blauw, A., & Brandenbarg, N. (2004). *CombiList, een instrument voor taalontwikkeling via interactie. Praktische vaardigheden voor leidsters en leerkrachten.* (CombiList, a tool for language acquisition through interaction. Skills for (preschool) teachers) Nijmegen: Expertisecentrum Nederlands.

De Blauw, A., Damhuis, R., Droop, M., Kienstra, M. & Verhoeven, L. (2000). Interactief taalonderwijs voor jonge kinderen. *Toegepaste Taalwetenschap in Artikelen, 64,* 37-47. (Dialogic language education for young children, Applied Linguistics in Articles, Vol. 64, 37-47)

De Blauw, A., & Damhuis, R. (2006a). *CombiList Team Training. Basismodel. Nijmegen: Expertisecentrum Nederlands* (unpublished). (LIST Team Training. A model)

De Blauw, A., & Damhuis, R. (2006b). CombiList Team Training voor leerkrachten. In: D.Ebbers (red.), Retoriek en praktijk van het moedertaalonderwijs. In D. Ebbers (red.), *Theorie en praktijk van het moedertaalonderwijs, Een selectie uit de 19ᵉ Conferentie Het Schoolvak Nederlands* [(LIST Team Training for teachers] (1-11). Gent: Academia Press.

Donovan, M. S. and Bransford, J.D. (2005) (Eds.) *How Students Learn: History, Mathematics and Science in the Classroom.* National Academies Press.

Gass, S. M. and Mackey, A. (2006). Input, Interaction and Output: an Overview. In Bardovi-Harlig, K. and Dörnyei, Z. (Eds.) Themes in SLA Research. *AILA Review, 19,* 3-17.

Hatch, E. (1978). Discourse analysis and second language acquisition. In E. Hatch (Ed.), *Second Language Acquisition* (pp. 401-435). Rowley, MA: Newbury House.

Hohman, M. & Weikart, D.P. (1995). *Educating Young Children. Active Learning Practices for Preschool and Child Care Programs.* High/Scope Research Foundation. High/Scope Press: Ypsilanti, Michigan.

Huffman, D. (2006). Reforming Pedagogy: Inservice Teacher Education and Instructional Reform. *Journal of Science Teacher Education, 17,* 121-136.

Jansen, M. (2001). *Interactie in de kleine kring onderzocht op het gebied van hoeveelheid spraak, onderwerpsinitiatief en leerkrachtgedrag.* [Interaction in the small circle group, analysed for quantity of speech, subject initiation and teacher behaviour, Master thesis] Master Thesis, Universiteit van Utrecht.

Jansen, C. (2005). Vertel eens… Een onderzoek naar de trainbaarheid van interactie-vaardigheden. [Tell me...a study on the trainability of interaction skills] Master thesis, Taalwetenschap, Radboud Universiteit Nijmegen.

Krashen, S.D. (1980). The Input Hypothesis. In J.E. Alatis (Ed.), *Current Issues in Bilingual Education* (pp. 168-180). Washington DC.

Krashen, S.D. (1985). *The Input Hypothesis: Issues and implications.* London: Longman.

Lampert, M. (1990). When the problem is not the question and the solution is not the answer. Mathematical knowing and teaching. *American Educational Research Journal, 27,* 29-63.

Leontiev, A.A. (1981). *Psychology and the language learning process.* Oxford, UK: Pergamon.

Meisel, J., Clahsen, H. & Pienemann, M. (1981). On determining developmental stages in natural second language acquisition. *Studies in second language acquisition, 3,* 2, 109-135.

New Standards (2001). *Speaking & Listening for preschool through third grade.* Pittsburgh: National Center on Education and the Economy and the University of Pittsburgh.

Ninio, A., & Snow, C.E. (1996). *Pragmatic Development. Essays in developmental science.* Boulder: Westview.

O'Connor, M.C. & Michaels, S. (1996). Shifting participant frameworks: Orchestrating thinking practices in group discussion. In D. Hicks (Ed.), *Discourse, learning and schooling* (pp.63-103). Cambridge, UK: Cambridge University Press.

Seliger, H.W. (1977). A study of interaction patterns and L2 competence. In C.A. Henning (Ed.), *Proceedings of the Los Angeles second language research forum* (pp. 118-131), Los Angeles.

Snow, C.E., Burns, M.S. & Griffin, P. (Eds.) (1998). *Preventing Reading Difficulties in Young Children.* Washington DC: National Academy Press.

Swain, M. (1985). Communicative competence: some roles of comprehensible input and comprehensible output in its development. In S.M. Gass,& C.G. Madden (Eds.), *Input in second language acquisition* (pp. 235-253). Rowley, MA: Newbury House.

Swain, M. (1995). Three functions of output in second language learning. In G. Cook, & B. Seidlhofer (Eds.), *Principle & practice in applied linguistics: Studies in honor of H.G. Widdowson* (pp. 125-144). Oxford UK: Oxford University Press.

Swain, M. (2005). The Output Hypothesis: Theory and Research. In E. Hinkel (Ed.) (2005). *Handbook of Research in Second Language Teaching and Learning* (471-483). Mahwah, NJ: Lawrence Earlbaum Associates.

Tizard, B. & Hughes, M. (1984). *Young Children Learning. Talking and Thinking at Home and at School.* London: Fontana.

Van Eerde, D., Hajer, M., Riteco, A. & Swank, G. (2006). De taalontwikkelende vakleerkracht. Een discussie over focus van professionalisering en onderzoek [The language acquisition oriented science teacher. A discussion on the focus of teacher education and research]. *Toegepaste Taalwetenschap in Artikelen*, *2*, p. 39-48.

Verplaetse, L.S. (2000). Mr Wonder-ful: Portrait of a Dialogic Teacher. In J. K. Hall & L.Stoops Verplaetse (Eds.), *Second and Foreign Language Learning through Classroom Interaction* (pp. 221-241). Mahwah, New Jersey, London: Lawrence Erlbaum Associates.

Vygotsky, L.S. (1978). *Mind in society. The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Wells, G. (1985). *Language development in the pre-school years*. Cambridge: Cambridge University Press.

Wertsch, J.V., & Toma, C. (1995). Discourse and learning in the classroom: A sociocultural approach. In L.P. Steffe & J. Gale (Eds.), *Constructivism in education* (pp.159-174). Hillsdale, NJ: Lawrence Erlbaum Associates.

Appendix

LIST Observation Child

Part A: Child displays signs of language acquisition

1) Likes to communicate
   a. is confident to speak
   b. likes to express and verbalize communicative intentions

2) Communicates with me
   a. understands what I say and mean
   b. expresses his/herself as clearly as possible

3) Participates actively in conversation
   a. takes the opportunity to speak on his/her own
   b. continues to speak because someone is listening
   c. takes turns on his/her own and expands on his/her turns
   d. answers at length in response to open questions
   e. responds at length on his/her own to my statement

4) Contributes to content of conversation
   a. continues expressing and verbalizing communicative intentions
   b. uses my support to express his/her meaning (negotiation of meaning)
   c. uses and expresses a higher level of thinking (complex cognitive language functions, such as comparing, reasoning, making conclusions)
   d. expands on content

5) Makes use of feedback
   a. continues verbalizing communicative intentions and makes use of my feedback (at a later moment)
   b. contributes in a well structured manner
   c. engages in conversations with peers and not only with me
   c* accepts my translation and makes use of it (at a later moment)

LIST Checklist Teacher

Part B: I encourage language acquisition in conversation

1) Prerequisites for communication
a. I create a safe environment
b. I sincerely want to communicate

2) Language input
c. I speak in a comprehensible and grammatically correct manner
d. I help the child when necessary to verbalize his/her intentions

3) Creating opportunity for active participation
a. I keep silent
b. I give verbal and nonverbal listening responses
c. I refrain from asking questions continuously
d. I ask when necessary open and inviting questions
e. I make a thought provoking statement occasionally

4) Enriching content of conversation
a. I connect to the content of the child's conversation (contingent discourse)
b. I support the child in clarifying his/her meaning (negotiation of meaning)
c. I encourage the child to use and verbalize a higher level of thinking (complex cognitive language functions, such as comparing, reasoning, making conclusions)
d. I build on the content of what the child says

5) Feedback
a. I implicitly correct the language of the child (modeling)
b. I structure the contribution of the child and summarize when needed
c. I repeat what the child says and invite his/her peers to respond
c* I translate the child's contribution into more appropriate language and encourage the child to respond (revoicing)