

Dialogical pedagogy:

The case of changing practices in two Vietnamese primary school teachers

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Create change

Importance of classroom talk

- Language: critical to the growth of human 'higher mental functions' (Vygotsky, 1981)
- Classroom dialogue: decides children's learning quality & education (Littleton & Mercer, 2013; van der Veen, van Kruistum, & Michaels, 2015)
- Teacher's questions & probes into student thinking: influence students' responses & learning outcomes (Edwards-Groves, Anstey, Bull, & Primary English Teaching Association, 2014; Kyriacou & Issitt, 2008; Wolf, Crosson, & Resnick, 2006)

Classroom reality

- **In the world**
 - IRF: accounting for 60 percent of the teaching & learning process (Sinclair & Coulthard, 1975)
- **In Vietnam**
 - Dominance of rote memorisation & passive learning (Phelps, Tuyet Nhung, Graham, & Geeves, 2012)
 - Teacher's one-sided lecturing style
 - Right answer seeking (Nguyen, 2013)
 - Teachers as authority (Saito & Tsukui, 2008, Saito et al., 2008)

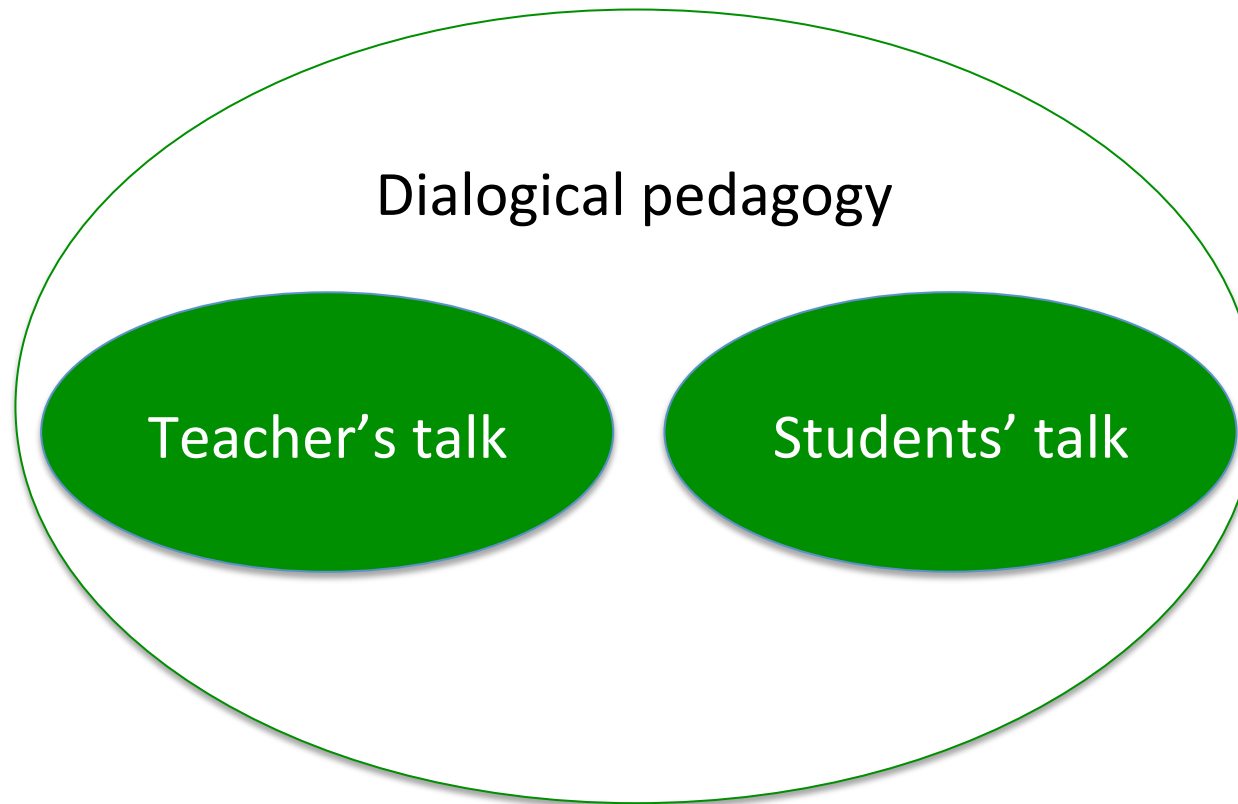
Research questions

1. How did Vietnamese teachers respond to dialogical pedagogy in their daily practices?
2. Why did they respond in such a way?

Definition of terms

- **Dialogical pedagogy** (Skidmore, 2000, 2006)
 - A general framework for dialogic interactions across disciplines
 - Talk pedagogy
 - Knowledge co-construction in a learning community
 - Student-initiated questions frequently observed
 - Substantial talk produced
 - Ideas to be shared, built on, questioned and challenged
- ➔ more advanced understanding for all

Dialogical pedagogy classroom practices



Methodology (1)

- **Research design**

- Case study

- **Study sites**

- 2 public primary schools in Bac Giang, Vietnam

- **Participants**

- 2 teachers of Grade 4

Methodology (2)

Bac Giang's location



Methodology (3)

Participating teachers

Teacher	Grade	Class size	Gender	Age	Years of experience	Qualification
1	4	32	F	28	5	BA
2	4	26	F	30	8	BA

Methodology (4)

- **Training**
 - Workshop on dialogical pedagogy
 - Whole school lesson observation & reflection
 - Individual lesson observation & reflection
- **Data collection:** Dec 2016–Apr 2017
 - Video recordings of reading lessons
 - Audio recordings of individual reflection sessions
 - Audio recordings of teacher interviews
- **Data analysis:** MAXQDA 12

Findings (1)

	Teacher 1		Teacher 2	
<i>Lesson</i>	<i>Lesson 1</i>	<i>Lesson 2</i>	<i>Lesson 1</i>	<i>Lesson 2</i>
Student's question	0	10	1	11
Teacher's question	32	24	34	22
Student's why question	0	5	0	4
Teacher's why question	4	10	3	2
Student's follow-up question	0	0	0	3
Teacher's follow-up question	5	15	5	8
Asking for explanation or justification	0	12	2	7
Explaining or justifying own contribution	1	21	3	10
Inviting opinions/beliefs/ideas	22	11	26	20
Expressing opinions/beliefs/ideas	23	5	20	12
Build on/clarify others' contribution	0	3	2	10

Findings (2)

- A dramatic increase in student's questions
- A decline in teacher's questions
- Student's questions utilised to drive lessons

Findings (3)

- A decline in questions simply asking for ideas
- A decrease in answers simply telling ideas
- More efforts to probe into student thinking
- More efforts to explain or justify student's ideas

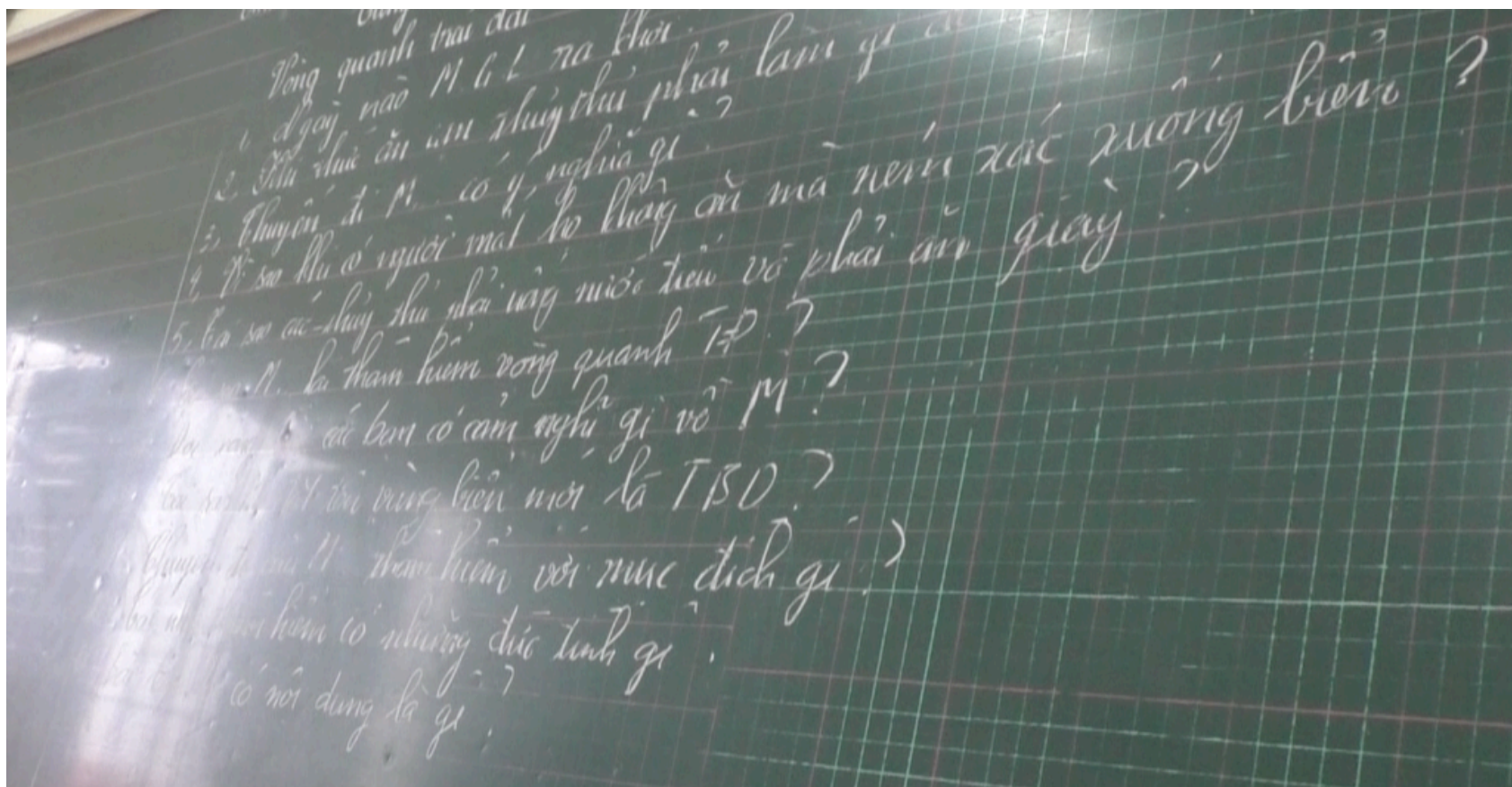
Lesson 2:

Examples of student's questions

- Why did Ga-vrot put the bullets into the basket?
- Why was the dense smoke good for Ga-vrot?
- If given a chance to rename this reading, which title would you choose?
- Why did Ga-vrot go out of the principal stockade?
- Why was Ga-vrot not hit by the bullet?
- Why did Ga-vrot die in a horrible way?

Lesson 2:

Examples of student's questions



Lesson 2:

Examples of student's questions

- When did Magellan set off to the sea?
- When running out of food, what did the crew do to survive?
- What is the meaning of the journey?
- Why didn't they eat (the meat) of dead crew but threw the body into the sea?
- Why did the crew have to drink urine and eat shoes?
- Why did Magellan explore around the earth?
- After reading the text, what do you think about Magellan?
- What is the purpose of the exploration trip?
- What are the characteristics of the crew?
- What is the content of the reading text?

Finding (4): Lesson 1

Teacher's questions



Finding (5): Lesson 2

Student's questions



An interesting question

If given a chance to rename this reading, which title would you choose? (original title: Ga-vrot in the principal stockade)

- Angel in the principal stockade
- Ga-vrot is so brave
- Ga-vrot in the battlefield
- A brave boy
- Dauntless Ga-vrot
- A brave boy in the principal stockade

Finding (6): Lesson 2

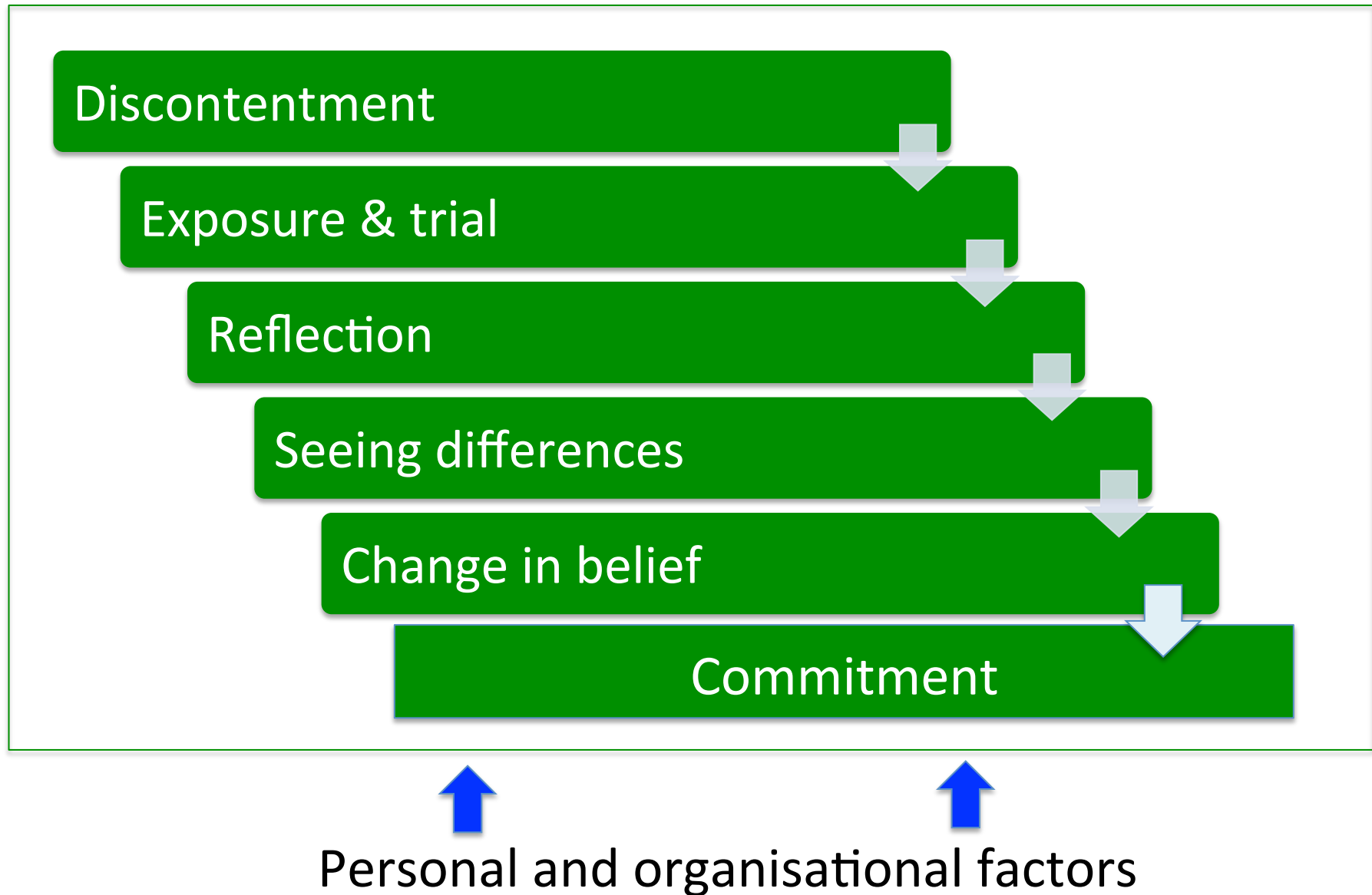
Teacher's questions



Whole-class discussion

- T: Why didn't Ang-gion-ra and Cuoc-phe-rac go out to pick up bullets, only Gavrot did?"
- S1: Teacher, because Gavrot was small so he could hide himself among layers of smoke.
- S2: Teacher, because Ang-gion-ra and Cuoc-phe-rac were afraid while Gavrot was calm and had no fear.
- T: In your opinion, were Ang-gion-ra and Cuoc-phe-rac brave?
- S2: No
- T: Without bravery, how could they stay at the principal stockade?
- S3: The two were afraid
- T: So you think they were not as brave as Gavrot? I think that three of them were all brave so that they stayed at the principal stockade.

The change process



Discussion (1)

- Students made questions when teachers delegated the authority to them.
- There was a two-way relationship between teacher's language and student's language
- Student's language became more sophisticated when teachers probed into their thinking

Discussion (2)

- Conditions for dialogical interactions
 - Request students to ask questions
 - Allow students to choose questions for discussion
 - Ask open/follow-up questions

Discussion (3)

- Teachers made efforts to make their practices more dialogical though at different levels
- Changing practice started with discontentment, followed by a shift in teachers' belief
- Personal and organisational factors were involved in every step of the change process

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Thank you for your attention!

대단히 감사합니다

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