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Micro-longitudinal conversation analysis in examining co-teachers' reflection-in-action

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ABSTRACT

This study used micro-longitudinal conversation analysis (CA) to examine the process of developing the practical knowledge of a native-speaking (NS) English teacher and a non-native-speaking (NNS) English teacher in co-organizing an English-as-a-foreign-language (EFL) classroom interaction. By analyzing their particular repair operations, this study documented in detail the joint reflection-in-action of the co-teachers. In a 50-minute co-taught lesson in a Japanese EFL classroom, the NS and NNS co-teachers faced difficulties in facilitating the transition of a lesson activity from the students' presentations to the teachers' feedback, because the teachers' short dialogue on the next activity failed to gain the students' attention. However, once the NNS co-teacher repaired his first pair part by changing his spatial orientation, the co-teachers' dialogue drew the students' attention, and they were able to achieve a smooth activity transition. After this joint reflection-in-action moment, the co-teachers learned to rearrange their spatial orientations to facilitate activity transitions for the remainder of the lesson. Based on the aforementioned documentation, this study concludes that CA is effective in examining the reflection-in-action of co-teachers and determining useful pedagogical resources for implementing co-teaching lessons with a detailed documentation of their actual usage in practice.

1. Introduction

Since lessons co-taught by a local non-native-speaking (NNS) English teacher and a native-speaking (NS) English teacher are becoming increasingly common in English-as-a-foreign-language (EFL) teaching contexts, there has been considerable debate about how the effectiveness of co-teaching lessons can be enhanced (Aline & Hosoda, 2006; Fujimoto-Adamson, 2010, 2005; Lee, 2016; Park, 2014; Tajino & Tajino, 2000; Tajino, Stewart, & Dalsky, 2016). Despite its increasing use, the classroom organization of co-teaching is understood to be difficult for both NS and NNS teachers (Boyle, 1997; Fujimoto-Adamson, 2010, 2005; Mahoney, 2004; Medgyes, 1992; Tajino & Walker, 1998). Since two teachers share the teaching responsibility for the same cohort of students in a co-teaching lesson, the interactional structure in the classroom is more complicated than that in a general, one-teacher lesson (Fujimoto-Adamson, 2005, 2010).

Some scholars have elucidated the complex structure of co-teaching classroom interactions by using the conversation analysis (CA) approach (Aline & Hosoda, 2006; Lee, 2016; Park, 2014). For example, Aline and Hosoda (2006) applied CA to

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understand the structure of co-teaching classrooms in a Japanese EFL context. By adopting participation framework theory (Goffman, 1981), they divided the participation patterns of teachers into four categories of interactional roles: a) "bystander," b) "translator," c) "co-learner" of English, and d) "co-teacher." Following this influential research, Park (2014) conducted a CA study in Korean EFL classrooms and identified two structural patterns of co-teaching interactions as follows: a) a three-party interactional structure among an NS teacher, an NNS teacher, and their students; and b) a two-party interactional structure between the NS and NNS teachers. In a recent study, Lee (2016) analyzed a Korean EFL co-teaching classroom, focusing on each co-teacher's entry practices in the second position of the initiation–response–feedback sequence (Sinclair & Coulthard, 1975). Adding to Park's (2014) findings, Lee suggested that a co-teacher's entry into a two-party interactional structure provides students with opportunities to be exposed to authentic English dialogues (Carless & Walker, 2006; Lee, 2016). These studies have illustrated the complicated characteristics of co-teaching interactional structures and a co-teacher's inevitable responsibility in managing complex interactions.

Although CA studies (Aline & Hosoda, 2006; Lee, 2016; Park, 2014) have shown the details of two teachers' competence in managing a complicated co-teaching interaction, how teachers in such a situation develop competent practices has yet to be examined. Since NS and NNS teachers do not share a first language or, in general, the same background in teaching training (e.g., Tajino & Tajino, 2000), conducting an actual co-teaching lesson is the only way they can learn and develop their co-teaching interactions (Fujimoto-Adamson, 2010, 2005; Mahoney, 2004). Thus, there must be a detailed developmental process of both teachers' co-teaching interactions that is observable while they conduct an actual lesson. Documenting the developmental process of co-teaching interaction clarifies how NS and NNS teachers can develop their professional practices through a moment-by-moment reflection on their interaction.

For documenting the developmental process of participants' interactional practices, developmental CA has been demonstrated as a useful approach in the literature (e.g., Hall, Hellermann, & Pekarek-Doehler, 2011). Since developmental CA specializes in describing peoples' changing participation patterns and use of interactional resources, it has been used as a robust approach to document the developmental process of professional practices in various types of institutions (Nguyen, 2006, 2011; Rhine & Hall, 2011). While developmental CA has been used to examine longitudinal data, recent CA researchers (e.g., Greer, 2016) have further developed micro-longitudinal CA for determining the micro-moment when a professional practice develops.

As a branch of developmental CA, micro-longitudinal CA has been newly developed by scholars in the foreign language education field (Greer, 2016; Marian & Kunitz, 2017; Markee, 2011). Whereas developmental CA addresses participants' developmental process over a long period such as a year or more (e.g., Nguyen, 2006, 2011), micro-longitudinal CA addresses participants' developmental process within a shorter period, such as a day or the length of a lesson. For example, Greer (2016) conducted micro-longitudinal CA to track how a male university student adapted his language use across four interview tasks over a period of 11 min in a Japanese EFL classroom. Marian and Kunitz (2017) used the micro-longitudinal CA to track how some 7th grade students changed their participation frameworks in a Swedish EFL classroom.

Inspired by Markee (2011)'s first use of the term "micro longitudinal," Greer (2016) defined micro-longitudinal CA as a "study's methodological concern for detailed attention to changes in formulations across similar episodes of the same speech event, although not across long periods of time (hence, the addition of 'micro')" (p. 81). Micro-longitudinal CA is especially useful for documenting the precise moment of participants' development in a particular practice because it focuses on the moment when participants change a practice from prior interactions and routinize the new practice for a particular interactional purpose. Whereas developmental CA enables the determination of the precise moment when participants change and develop their practice, micro-longitudinal CA enables the ascertainment of the precise moment when participants develop their practice. This feature was especially useful in the current study for documenting the co-teachers' developmental process while they conducted an actual co-teaching lesson.

Therefore, in line with the aforementioned literature (Greer, 2016; Marian & Kunitz, 2017; Markee, 2011), the current study used micro-longitudinal CA to explicate the developmental process of NS and NN teachers' interactional practices. To conceptualize teachers' developmental processes, this study adopted the concept of reflection-in-action, which is based on the theory of reflective practice (Farrell, 2015; Schön, 1983, 1987). I will provide an overview of the theory of reflective practice in Section 2.1 and elaborate on what reflection-in-action entailed in this study. Subsequently, in Section 2.3, I will explain why CA is a relevant approach to examining teachers' reflection-in-action.

2. Theoretical framework

2.1. Reflective practice

The concept of reflective practice has been referred to in many foreign language teaching studies (e.g., Clarke, 1995; Farrell, 1999, 2013; Richards & Lockhart, 1994; Walsh & Mann, 2015; Waring, 2013). Farrell's work is particularly well known in this field (e.g., Farrell, 2012, 2015). He defined reflective practice as "a compass that allows us to stop for a moment or two and consider how we can create more learning opportunities for students" (Farrell, 2015, p. 15). In addition, he created his