CONTENT

- Why?

- What?

- Where? Why there?

- How?

GOALS

- **Exploratory Talk** method (Mercer & Wegeriff) into **reception education for non-native newcomers**
  - Mercer (UoC): **Oracy** Project & **Thinking** Together
  - **diversity** sensitivity, cultural intelligence and **metacognition**
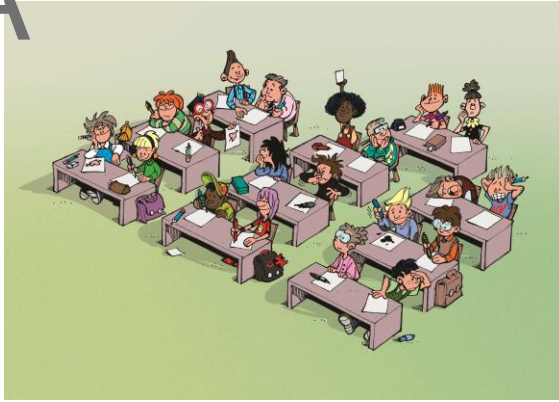 - **co-creation** (cf. Quality Alliance for Learning Materials: report 2022)

WHAT?

SPRAAKMAKERS
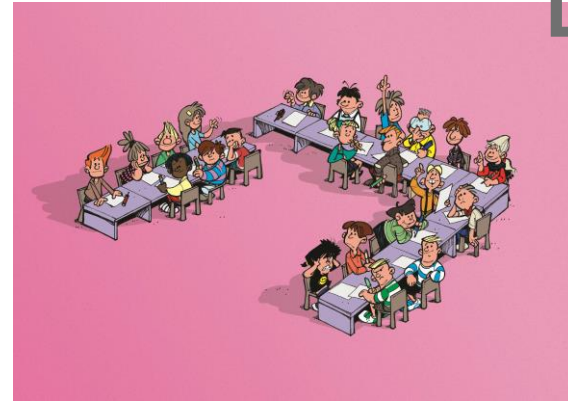
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AP.BE

WHAT

- **Background**: broad theoretical underpinnings
  - Relationship language and learning
  - Educational neuroscience: 'higher order talk' (Sutherland, 2016)
  - Constructivism
    - Cognitive constructivism
      - We learn by incorporating new information into existing cognitive structures
      - Teaching as facilitation'
      - Teachers aimed at both
        - teaching learning strategies to actively acquire knowledge
        - nurturing metacognitive skills
    - Social constructivism
      - We learn together in a 'zone of proximal development'
      - 'Teaching as acceleration'
      - Teachers aimed at both the above and stimulating social learning: utilizing the zone and collaborative learning strategies with the associated social skills
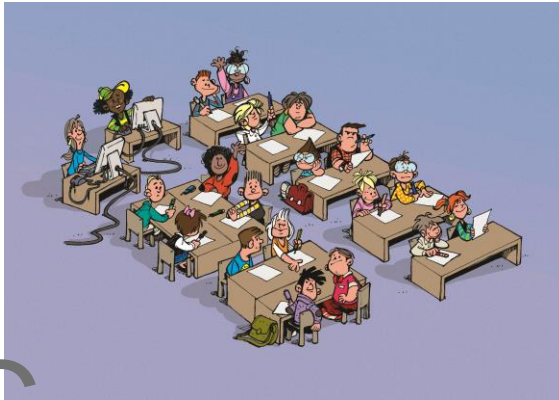
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A

B

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C

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- Read this excerpt from a group work transcript.
- Discuss its characteristics.

A

Lester:	1, 2, 3, 4, 5 (*counting grid squares on the screen with his finger, before he takes his turn*)
Sean:	1. It's there.
Lester:	So it has got to be . . .
Sean:	5, 4 (*suggesting a set of co-ordinates*)
Lester:	(*ignoring Sean*) . . . 4, 3. No, we have had 4, 3.
Sean:	4, 5. No, 4, 4.
Lester:	4, 3 (*presses keys for his turn*). What! (*he fails to find the elephant*). That's easy, I know where it is, opposite.
Sean:	(*sits silently for a while, looking at the screen.*)
Lester:	I can do it.
Sean:	(*Still staring at the screen*) No, not up, down.
Lester:	It can't be.
Sean:	It can.
Lester:	I know where it is.
Sean:	(*eventually takes his turn, but fails to find the elephant.*)
Lester:	I told you it weren't over there. (*He then takes his turn, witho[...]*
Sean:	Eh heh heh heh. (*laughing gleefully*)

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- Read this excerpt from a group work transcript.
- Discuss its characteristics.

B

Katie:	Okay, so right then. What shall we write?
Anne:	We can have something like those autograph columns and things like that and items, messages
Katie:	Inside these covers (*pause 3+ secs*). Our fun filled
Anne:	That's it!
Katie:	Something
Anne:	Something like that!
Katie:	Yeah
Anne:	Inside this fabulous fun filled covers are – how can we have a fun filled cover? Let me try
Katie:	Inside these (*pause 3+ secs*)
Anne:	Hah huh (*laughs*)
Anne:	You sound happy on this. Fantabuloso (*laughs*)
Katie:	Inside these inside these fant, inside these fun-filled, no inside these covers these fantastic these brilliant
Anne:	Brilliant
Katie:	Is it brilliant?
Anne:	No
Katie:	No Fantast fantabuloso shall we put that?
Anne:	Yeah (*inaudible*) fantabluloso
Katie:	Fan-tab-u-lo-so
Anne:	Loso. Fantabuloso.
Katie:	Fantabuloso oso
Anne:	Fantabuloso ho!

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- Read the following lists of characteristics.
- Which one fits which excerpt, according to you? A or B?
- Which title fits which then: *cumulative talk* or *disputational talk.*

In this sequence, Katie and Anne ask each other questions about a text, make suggestions and offer reasons for the decisions they take. Collaboration seems fine, but not really productive: 'They confirm and validate each other's statements, explicitly ('That's it') or implicitly by repeating them ('Inside these ...'). They are not only constructing their text together, they are constructing a joint understanding of what the text should be like. [...] There is no real disagreement: they do not challenge each other's suggestions, and do not seem to feel the need to justify opinions or explain their reasons' (Mercer, 1996, p. 367).

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In this sequence, as Mercer explains, two 10-year-old boys, Sean and Lester, are at the computer, doing a puzzle. They have to find an elephant by keying in co-ordinates. Though the boys appear to be working enthusiastically their conversation is full of short assertions, rebuttals or comments which are not constructive. They take alternate turns, as may be expected in a collaborative conversation 'but then so do opponents in tennis' (Mercer, 1996, p. 366). The atmosphere is very competitive and the boys are far from being really collaborative.

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- **Effects** of cumulative and disputational talk
  - time lost
  - low quality of interaction and task work
  - inequality in task division
  - noise

- **Reasons** for cumulative and disputational talk
  - students don't know how to work together (well)
  - students have trouble expressing their thoughts (well)
  - no set rules for their oral interaction

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WHAT

- **Background**
  - 40 years of research
  - Mercer & Wegeriff, Faculty of Education, University of Cambridge
  - Definition:

    (...) the kind of talk in which 'partners engage critically but constructively with each other's ideas. Statements and suggestions are offered for joint consideration. These may be challenged and counterchallenged, but challenges are justified and alternative hypotheses are offered. [...] Knowledge is made publicly accountable and reasoning is more visible in the talk. Progress then emerges from the eventual joint agreement reached'

    (Mercer, 1995, p. 369; also cited in Wegerif & Mercer, 1997a, p. 53).

- Here's another one.

C

Diana:	Let's discuss it. Which one shall we go for?
All:	(*inaudible—reading from instructions*)
Peter:	1 2 3 or 4 (*reading out the number of options available*). Well we've got no other chance of getting more money because
Adrian:	And there's a monastery
Diana:	And if we take number 2 there's that (*inaudible*)
Peter:	Yeh but because the huts will be guarded
All:	Yeh
Adrian:	And that will probably be guarded
Diana:	It's surrounded by trees
Peter:	Yeh
Adrian:	And there's a rock guarding us there
Peter:	Yes there's some rocks there. So I think, I think it should be 1
Adrian:	Because the monastery might be unguarded
Diana:	Yes 1
Adrian:	1 yeh
Peter:	Yeh but what about 2? That, it might be not guarded. Just because there's huts there, it doesn't mean it's not guarded, does it? What do you think?
Diana:	Yes it doesn't mean it's not. It doesn't mean to say it's *not* guarded, does it? It may well be guarded. I think we should go for number 1 because I'm pretty sure it's not guarded
Adrian:	Yeh
Peter:	OK, yes number 1 (*he keys in 1 on keyboard*). No (*computer responds inappropriately*)
Adrian:	You have to use them numbers (*he points to the number keys on right of board, and Peter uses them to obtain the right result. Adrian begins to read from screen display*) 'You have chosen to raid area 1'.

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Exploratory talk: 'intermental development zone'

These children (aged 9 and 10) are using a computer program called Viking England. They take on the active roles of Viking raiders planning an invasion of the English coast. They are discussing which target they would raid: a monastery, a village of huts, a castle or a harbor. In this sequence the children are very much on task, 'asking each other questions, commenting and making suggestions. They discuss the various options, and also remind each other of relevant information. They are using talk to share information and plan together. They discuss and evaluate possible courses of action and make joint decisions. [...] Reasoning is essentially interactive, not really reducible to the form and content of individual statements, but more to do with how the discourse as a whole represents a social, shared thought process' (Mercer, 1996, p. 368).

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WHAT

- Method
- Results

WHAT

- Method

Ground rules for Exploratory Talk:

- everyone in the group is encouraged to contribute

- contributions are treated with respect

- reasons are asked for

- everyone is prepared to accept challenges

- alternatives are discussed before a decision is taken

- all relevant information is shared

- the group seeks to reach agreement.

A 'child friendly' version of ground rules for Exploratory Talk:

Our rules for exploratory talk:

1. We will talk together to think about what to do.

2. We will share what we know with each other.

3. We will ask everyone to say what they think.

4. Everyone will listen carefully to others and consider what we hear.

5. We will give reasons for what we say.

6. We will pay attention and try to think of good ideas

7. We will decide what to do only when everyone has said all they want.

8. We will try to agree about what we think

WHAT

- Method: introduced and trained in 6 lessons (instruction + TBL)

WHAT

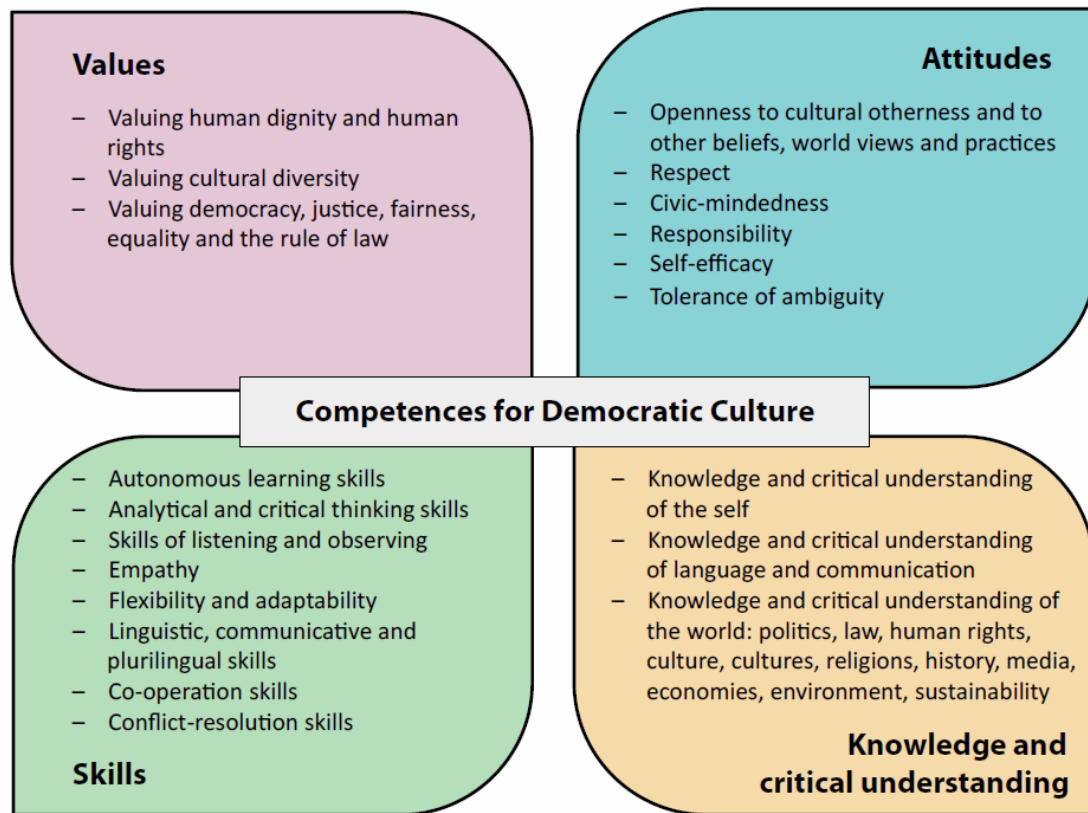- Results: hand-out

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WHY RECEPTION EDUCATION FOR NNN?

- Advancement into regular ed. and/or the labour market
  - 21st C skills
  - Metacognition, self-regulated and lifelong learning
- Linguistic & cultural diversity
  - Language development: central but inadequate
  - Diversity: cultural intelligence, cultural metacognition

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Competences for Democratic Culture

Values
- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

Attitudes
- Openness to cultural otherness and to other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

Skills
- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Co-operation skills
- Conflict-resolution skills

Knowledge and critical understanding
- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

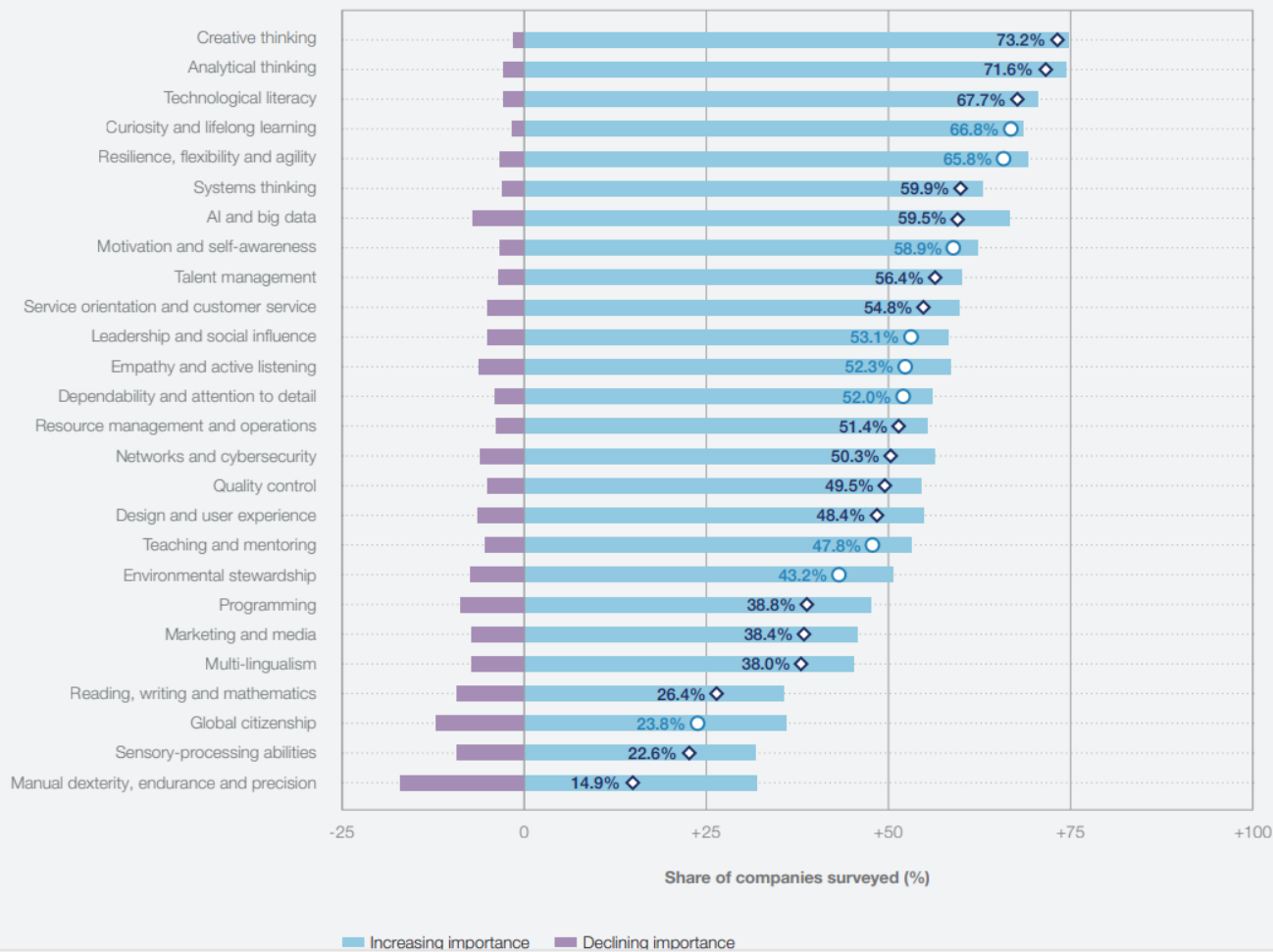*Reference Framework of Competences for Democratic Culture*

Council of Europe 2016

Cf. 'Accountable Talk' (Unesco, 2018)

FIGURE 4.3   **Skills on the rise**

Share of organizations surveyed which consider skills to be increasing or decreasing in importance, ordered by the net difference.

WEF, 2023

Skill	Increasing importance (%)
Creative thinking	73.2%
Analytical thinking	71.6%
Technological literacy	67.7%
Curiosity and lifelong learning	66.8%
Resilience, flexibility and agility	65.8%
Systems thinking	59.9%
AI and big data	59.5%
Motivation and self-awareness	58.9%
Talent management	56.4%
Service orientation and customer service	54.8%
Leadership and social influence	53.1%
Empathy and active listening	52.3%
Dependability and attention to detail	52.0%
Resource management and operations	51.4%
Networks and cybersecurity	50.3%
Quality control	49.5%
Design and user experience	48.4%
Teaching and mentoring	47.8%
Environmental stewardship	43.2%
Programming	38.8%
Marketing and media	38.4%
Multi-lingualism	38.0%
Reading, writing and mathematics	26.4%
Global citizenship	23.8%
Sensory-processing abilities	22.6%
Manual dexterity, endurance and precision	14.9%

Share of companies surveyed (%)

Increasing importance   Declining importance
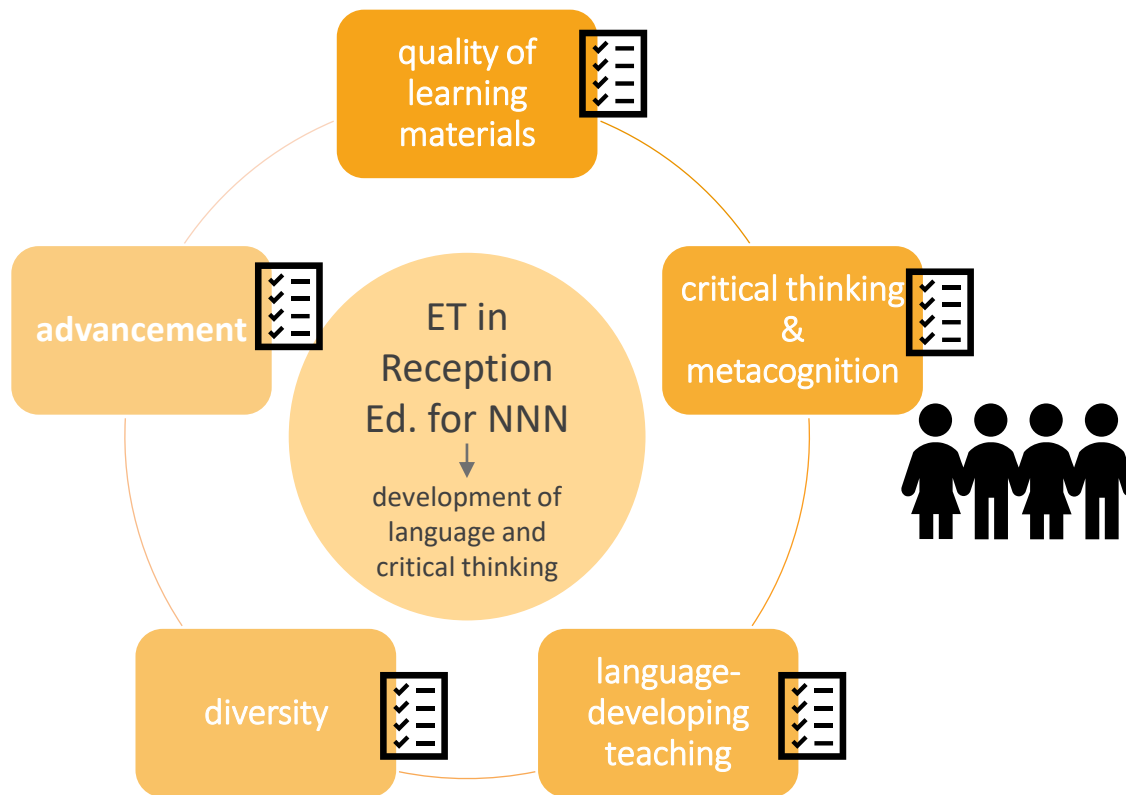
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HOW?

- Year 1 – development
  - Literature study
  - Classroom observation
  - **Co-creation**
    - From 6 evidence-based lessons (cf. Cambridge team, T'Sas & Van den Eynde)
    - With multidisciplinary expertise
      - Experts
      - Checklists (+ summarized background literature)
- Year 2 – test
- Year 3 – adapt & spread

HOW?

co-creation

quality of learning materials

critical thinking & metacognition

advancement

ET in Reception Ed. for NNN

↓

development of language and critical thinking

diversity

language-developing teaching

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