

Online-Supplement

# From Professional Vision to Fostering Critical L2 Classroom Discourse Competence

Analysing and Reflecting on Discourse Practices  
in Inclusive English Language Teaching

Online-Supplement 5: Example Padlet from the Working Phase

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Peter Schildhauer + 1 + 3Min.  
**Analysis: Lines 33-68**  
 1 (Wed)

**Task & Material**

Please note first observations concerning turn-taking and the use of vocal, verbal and kinetic resources and connect your observations with first ideas on the question: "What's actually happening here from the perspective of the participants?" Feel free to note down other observations, too!

**Notes on turn-taking**

Current speaker selects the next: the teacher explains something/asks questions (e.g. line 49) and gives the student the opportunity to answer the question and to ask further questions about the task.

**Notes on vocal, verbal and kinetic resources**

**Kinetic**  
 Whenever the teacher expects an answer she looks at the student 1. When the teacher explains something, she points with her finger at the worksheet. First s1 looks around and plays with her hair. When the teacher comes to help she looks on the table/worksheet. When the teacher waits for an answer, she goes through her hair or scratches her face.

**Verbal**  
 The student gives short answers/not always a full sentence. The teacher speaks English and German.

**What's happening from the perspective of the participants?**

**Teacher**  
 helps a student focus on only one single student she couldn't see every other student because some of them are sitting behind her back

**student 1**  
 she is picked out for extra help other students can notice that she is the only one who needs extra help

**Other Observations**

**Transcript**

Transcription Scaffolding Sample