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From Professional Vision to Fostering Critical L2 Classroom Discourse Competence

Analysing and Reflecting on Discourse Practices in Inclusive English Language Teaching

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Abstract: This article argues that a crucial aspect of teaching in inclusive (in fact: in all!) English language classrooms is not only using learner-oriented teaching methods, but also interacting in a learner-oriented, empowering way. It therefore proposes that pre-service English language teachers develop Critical L2 Classroom Discourse Competence as part of their university education and suggests that this competence can be fostered by enhancing the pre-service teacher's professional vision. As a means to do so, the article presents material that has been implemented in an advanced class for future English teachers at Bielefeld University. The material invites the students to engage in the micro-analysis of a video-sequence that was recorded in an inclusive English classroom (year 5). Insights into student products generated in the seminar as well as course evaluations suggest that the students' professional vision as well as a sensitivity to classroom discourse in inclusive contexts may be promoted by the suggested material.

Keywords: inclusion; English language acquisition; discourse; professional activity; conversation analysis
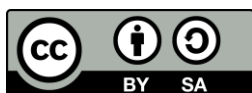
1   Introduction

For more than a decade now, the UN Convention on the Rights of Persons with Disabilities has challenged teachers around the world and in all subjects to adjust their teaching practices to suit the needs of highly diverse learner groups. In the German context of English Language Teaching (ELT), to which this article refers, considerations on how to tackle this matter have mainly focused on which methods and techniques teachers should use in such contexts. Especially learner-oriented methods such as station learning, the jigsaw technique, and so on have been suggested because they allow learners to support each other, profit from the diversity of the learner group, and work at their own pace as well as guided by their needs (for an overview, see Schildhauer & Zehne, 2022).

This focus on – figuratively speaking – finding the right 'tool' to provide good ELT in diverse learner groups is understandable: It is likely that neither in- nor pre-service teachers have experienced (this type of) ELT in heterogeneous settings from a learner perspective themselves and, thus, lack (positive) models and good classroom practices (Blume et al., 2019). Teachers may feel that the methods and techniques they have implemented so far are not adequate considering the demands of diverse learner groups, which may lead to a professional crisis (Amrhein, 2014). Thus, both pre- and in-service teachers "are often anxious about how to respond to the needs of diverse groups of learners" (Black-Hawkins & Amrhein, 2014, p. 2). In the German context, this crisis may be enforced by the fact that teachers do not often find themselves working under conditions conducive to inclusive pedagogy (Amrhein, 2011; Gresch et al., 2021). In such situations, knowing and using suitable methods promises a way out of the crisis.

However, this strong focus on teaching methods neglects the fact that teaching is, first and foremost, a special form of interaction. In other words: Implementing a learner-oriented method should go hand in hand with interacting in a learner-oriented rather than a teacher-centred way (Little et al., 2017). For example, I have shown elsewhere (Schildhauer, 2021) that teachers may use learner-oriented methods, but implement the quite teacher-centred interaction pattern *Initiation – Response – Evaluation* (Seedhouse, 2015; Sinclair & Coulthard, 1975) when providing task-support. As a result, instead of "embracing" (Küchler & Roters, 2014) everyone and empowering students to assume responsibility of their own learning, this may lead to the fact that students' perspectives on their very own learning processes are side-lined. Therefore, learner-oriented methods should correspond to learner-oriented interaction patterns as they are two sides of the same coin. Shaping classroom discourse in such a learner-oriented way is, essentially, the teacher's responsibility.

Consequently, the teachers' ability to shape classroom discourse in a way that is conducive to everyone's learning is of more importance than its current neglect across all levels of teacher education suggests (Thomson, 2022c). This is especially the case in the English language classroom with its focus on the target language (L2) as both the medium and the "goal of study" (Walsh, 2022, p. 28). Based on Thomson's valuable model of L2 Classroom Discourse Competence (Thomson, 2022a), I have, therefore, proposed a Critical L2 Classroom Discourse Competence (Critical L2 CDC), which includes the ability to discover and actively re-shape deeply entrenched and 'natural' practices of classroom interaction if they are not conducive to empowering every student (Schildhauer, 2023). From the perspective of teacher education, the question arises how this multi-faceted competence can be fostered in a way that allows (prospective) teachers to become aware of exclusive and develop visions for inclusive practices.

One way of doing so is based on professional vision, which also served as an important anchor point when conceptualising Critical L2 CDC. Professional vision can be defined as the ability to notice, describe and explain relevant moments in classroom discourse as well as predict their impact on the students' learning (e.g., Seidel & Stürmer, 2014; Weger, 2019). In Thomson's model of L2 Classroom Discourse Competence, these abilities

cover analytical as well as anticipatory skills and pave the way to adaption skills, i.e. "the ability to transfer/transform these deliberations into (verbal) classroom actions" (Thomson, 2022a, p 45). Thus, developing professional vision can be considered the first necessary step on the way to a Critical L2 CDC that does not only allow students to discover entrenched practices, but also to take action in their classrooms. However, as my paper focuses on the university context, i.e. the first phase of teacher education in Germany, the performative elements (adaption skills) of Critical L2 CDC will not be the main focus of the following pages: They have to be developed in a cycle that oscillates between actual classroom practice and its reflection – which is based on professional vision (Thomson, 2022a, 2022b).

Therefore, this paper presents material used in an advanced university course for pre-service English teachers that aims to address the pre-service teachers' professional vision in order to increase their sensitivity to the importance of ELT classroom discourse in general – and in inclusive settings in particular. After outlining the seminar context in which the material has been implemented (Section 2), I describe the material and argue for using a micro-analytic approach to classroom discourse in teacher education (Section 3). Section 4 theorises how this inquiry-based approach to classroom discourse (4.1) may foster professional vision (4.2) and, hence, Critical L2 CDC (4.3). Section 5 complements these considerations by sharing insights into student products and course evaluations. Additionally, I provide an outlook on fostering the performative elements of Critical L2 CDC beyond the seminar context described here and suggest avenues for further research.[1]

2 Instructional notes: seminar context

The material presented here has been used regularly in the course "Researching in the Foreign Language Classroom: Focus on Classroom Interaction" since summer term 2021.[2] This course is part of the advanced (post-Bachelor) phase of the university curriculum for prospective English teachers at Bielefeld University (henceforth: student teachers). Its main task is to prepare student teachers for conducting research in their English language classrooms in the following semester as part of an extended, semester-long internship at school (officially labelled *Praxissemester*). The internship entails both teaching obligations and conducting a small-scale research project. From this follows a dual focus of the course on:

(A) Procedures and methods of classroom research applicable to a wide range of research questions that may arise during the internship

(B) Subject-specific aspects of ELT as relevant both to the students' future teaching and their own research projects

Point B leads to the course focusing on classroom discourse as a rich and tangible research field: Classroom discourse in ELT differs remarkably from other subjects in that the language itself is the medium and the target of the instruction at the same time (Walsh, 2022), which creates particular challenges for teachers of English (Thomson, 2022a, 2022b). These challenges are amplified in highly diverse learner groups (e.g., Keppens et al., 2021).

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[2] An earlier version of the material was developed for and tested in a guest workshop at Leipzig University (in a Master's seminar lead by Dr. Almut Ketzer-Nöltge). I would like to express my thanks to Dr. Ketzer-Nöltge for this opportunity and to the participants for the many insights they provided me with – regarding both the data and feasible approaches to making them part of an instructional context.

Therefore, and in order to address the double challenge pointed out above, the student teachers engage in intensive analytical work with authentic classroom videos for roughly two thirds of the course before the final part of the course provides insights into a range of (further) research instruments and analytical methods (addressing point A above, see syllabus in Online Supplement 1). The videos are a means of "building bridges" between the university and the school classroom (Schildhauer, 2021b) and are used to foster the student teachers' professional vision (see section 4.2 below).

In order to reach this aim, the first sessions of the course focus on promoting an analytical-descriptive mindset. This usually involves some 'un-learning': Student teachers often approach classroom videos in an evaluative stance by judging a certain sequence as 'good' or 'bad' ELT on the basis of implicit subjective theories – before thoroughly describing as well as understanding what was to be seen. The basis for fostering this mindset is Devos's (2014) taxonomy of observation modes (see Table 1). As a case-in-point, I use the topic *corrective feedback* (Schildhauer, 2021b) as this is a) a key aspect of L2 classroom discourse and b) can be described by drawing on accessible descriptive categories (see, e.g., the seminal paper by Lyster & Ranta, 1997).

Table 1: Taxonomy of observation modes based on Devos (2014) (own summary, prompts and sample questions)

| | Observation for… | | |
	DEVELOPMENT	UNDERSTANDING	IMPROVEMENT
Practice	STs document ETs behaviour in a certain area to increase their repertoire of interactional strategies.	STs analyse closely the behaviour of (selected) interlocutors in the classroom to gain an enhanced understanding of "classroom dynamics".	(Usually) ETs observe selected aspects of classroom interaction to provide feedback to STs / other ETs with the aim of "improving teaching and learning".
Sample Activity Prompt for STs	Describe details of an ELT practice you are interested in (e.g., questions, error correction) by documenting very closely what the ET is doing.	Look at the classroom from a stranger's point of view: What aspects of the setting, the people, their behaviour etc. would you like to understand better?	Evaluate a certain aspect of classroom practice on the basis of ELT theory (is this good/successful practice?).
Sample Research Question (Focus: Corrective Feedback)	Which error correction moves does the ET use?	Which error correction moves does the ET use with which students and in which phases of the lesson? How does student x respond to being corrected?	In what way can the error correction moves employed by the ET be considered suitable for that learner group in that particular lesson phase?

Notes: ST = student teacher; ET = expert teacher.

Students are encouraged to approach the classroom (videos) in the modes DEVELOPMENT and/or UNDERSTANDING. This approach is practiced various times in order to make students aware of instances in which they switch to IMPROVEMENT rather than remaining in one of the other modes. Then, students are encouraged to choose from several options to conduct their own observations. Among the options given are typical (ELT) classroom discourse phenomena such as providing comprehensible input and instructions, ritualising classroom interaction, and managing anchoring phases. Usually, this phase ends with the realisation that several strategies have been observed in the respective areas (DEVELOPMENT), without yet discovering underlying patterns and connections (UNDERSTANDING). It is at this point that the material presented here comes into play.

3   The material

3.1 Video tutorial: multimodal conversation analysis

In order to enable students to engage in OBSERVATION FOR UNDERSTANDING, more is necessary than merely a neutrally-descriptive approach to the video data: In line with the double focus on both subject-specific phenomena and research methods outlined above, the students need to be equipped with a basic understanding of a research method that guides them – metaphorically speaking – under the surface of classroom discourse.

There are several qualitative methods that allow this by enabling the researcher to reconstruct underlying structures (Bonnet, 2020). Conversation Analysis (CA) (cf. Couper-Kuhlen & Selting, 2017; Deppermann, 2008; Have 1999; Hutchby & Wooffitt, 2009 for comprehensive introductions) is one of them and is highly suitable for analysing how classroom discourse unfolds. It allows uncovering how interactants create sense by engaging in talk-in-interaction, takes a decidedly emic perspective, and focuses on the underlying interactional structures (Firth & Wagner, 1997; Glaser et al., 2019). This procedure requires a close inspection of the various resources used for creating meaning in interaction, in particular verbal and prosodic means as well as facial expressions, gestures, body posture, gaze, and so on (Selting, 2016). One of the key challenges of the method is to reconstruct the interaction from the perspective of the participants instead of imposing one's own rashly formed view on the material. This can be achieved by closely following an interactional sequence as it unfolds, reconstructing sense as it emerges, and validating hypotheses by using the next-turn proof procedure (Sacks et al., 1974).[3]

One of the main heuristic concepts used in CA is turn-taking. In their seminal paper "A Simplest Systematics for the Organisation of Turn-Taking for Conversation", Sacks, Schegloff and Jefferson (1974) describe a core system of mechanisms underlying natural interaction (see Figure 1 on the next page).

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[3]   The next-turn proof procedure states that the following turn is used to reconstruct how the interactants understood a specific turn. For example, if B states "I'm too lazy to get up now." after A stated "It's getting cold in here…", this is clear evidence of B understanding A's turn as a mild request to close the window rather than merely a statement about the room temperature.
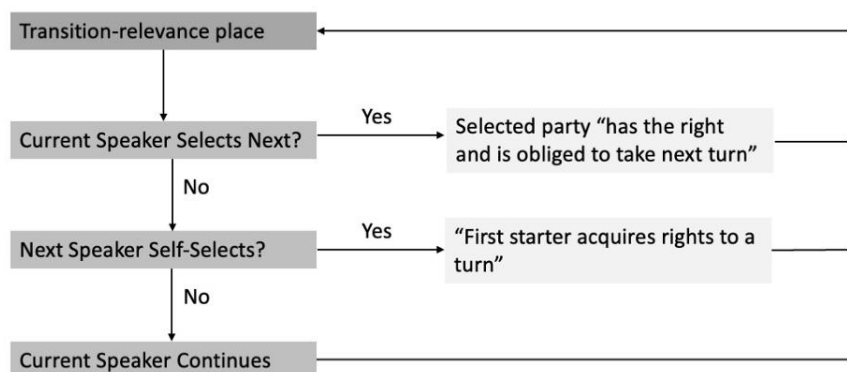
Figure 1: Turn-taking system suggested by Sacks et al. (1974) (own illustration)

While CA traditionally focuses on the transcripts of the interaction as its only data source, it has been argued that additional ethnographic knowledge may be used in a reflected way to enhance the interpretative process (Deppermann, 2000). This is especially valid in teaching contexts in which pedagogical decisions and aims may have a crucial impact on how a certain sequence can be understood and in what way predictions concerning a potential impact on the learner can be made. However, ethnographic knowledge is to be used in a highly reflected way, with the main descriptive focus being on the transcript as such. For example, the field notes I had taken when video-taping English lessons in an inclusive year 5 classroom enabled me to select a sequence in which the teacher provided task-support to a student with the special educational need "learning" – a piece of information I would otherwise most likely not have possessed (Schildhauer, 2021a). This allowed me to connect my analysis to the discourse on the question of the challenges more open learning formats may pose to students with special needs – the very students they are supposed to benefit (e.g., Blume et al., 2018). This applies to the sequence I refer to in more detail in chapter 3.2, which means that the use of ethnographic background knowledge becomes tangible to the student teachers by working on the chosen material.

As a first introduction to CA, a video tutorial presents the students with these core concepts and exemplifies these by modelling the analysis of a short sequence.[4] The video also introduces the students to transcription as one of the main analytical tools used in Conversation Analysis – in this case the widely-known GAT2 standard (Couper-Kuhlen & Barth-Weingarten, 2011; Selting et al., 2009, 2011), enriched by means of multimodal transcription. Due to the potential density of information contained in such transcripts, decoding them is a skill in itself that has to be developed gradually.
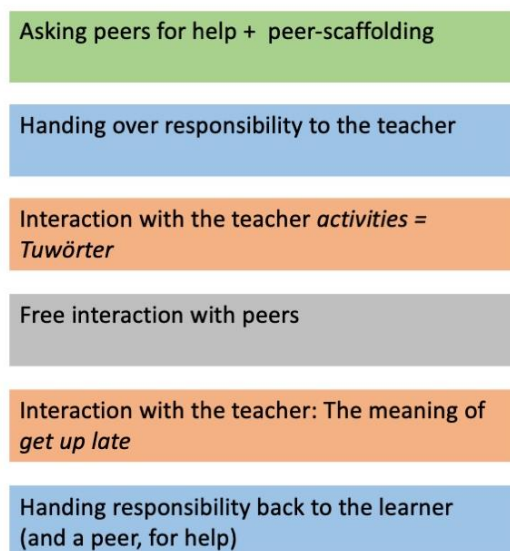
As part of an inverted classroom scenario (Schmidt et al., 2020), the students are invited to watch the video tutorial before the seminar session dedicated to analysing the actual material. As part of their preparation, students are encouraged to post questions related to the video tutorial by using a Moodle tool. These questions are taken up by the teacher educator during the in-presence session.

3.2 The video material from a conversation analytical perspective

The actual seminar meeting is structured around the analysis of a sequence which is part of the ICooL (Interaction in ELT Cooperative Learning Phases) corpus (Schildhauer, 2019, 2023). It shows a year 5 learner group that is officially labelled "inclusive" due to the presence of learners with various special educational needs (SEN). The sequence

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4   The video link can be obtained from the author upon request.

focuses on a learner (S1) with the SEN "learning"[5] who tries to receive help with a vocabulary task. The task is situated in a learner-oriented lesson setup in which the learners are asked to attend various learning stations in order to work on word fields connected to going on holiday. One of the aims of the lesson is that the learners practice asking for and receiving help from their peers. Thus, some fellow pupils try to help S1 first, but soon hand over to the teacher, who assists in two separate phases (Figure 2):

| Asking peers for help + peer-scaffolding |
| Handing over responsibility to the teacher |
| Interaction with the teacher *activities = Tuwörter* |
| Free interaction with peers |
| Interaction with the teacher: The meaning of *get up late* |
| Handing responsibility back to the learner (and a peer, for help) |

Figu... ...tion)

While the student teachers are provided with the video of the full sequence before the seminar session to get a first impression (full transcript: Online Supplement 2), the actual analytical work in the seminar focuses on the second time the teacher interacts with the learner ("the meaning of *get up late*" and "handing over responsibility", detailed transcript of the focus sequence: Online Supplement 3).

In line with CA, the transcript rather than the actual video is used for the analysis. The transcript reduces the complexity of classroom interaction and, thus, helps focus the attention on key phenomena. The transcript also serves as a means of creating professional distance between the student teachers and the 'actual' classroom sequence in an attempt to foster the descriptive stance pointed out above (Glaser, 2022; Kupetz, 2018).

The material has been analysed in detail in Schildhauer (2021a) so that a few pointers concerning the key results may suffice here:

- The interaction in the sequence is highly asymmetrical, with the teacher managing turn-taking by drawing on the current-speaker-selects-next mechanism (Figure 1). This is apparent from the teacher's use of questions directed at S1, eye contact at transition-relevance places and notable pauses when a turn by S1 has been made relevant. The only exception is Line 54 of the transcript, in which S1 self-selects to ask the teacher to specify her previous instruction.
- The teacher uses mainly display questions which are first targeted at identifying a verb phrase (*get up late*) in a sentence, and then guide the learner through a translation of the respective English sentence.
- The interaction is structured by the practice *Initiation – Response – Evaluation* (IRE). The teacher slightly modifies the practice to include face-saving questions such as "Weißt du, was das heißt?" in the initiation move.

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[5] This SEN encompasses a wide range of impairments, for instance related to cognition, perception, language, motoric skills and so on (Vogt, 2018).

- As illustrated by this example, the sequence includes a switch from English as the language of instruction to German, most likely employed by the teacher as a means intended to facilitate the interaction at hand.

- In order to empower learners to take agency in their own learning process, "metacognitive talk" (Little et al., 2017, p. 2) is necessary, which involves diagnosing difficulties and discussing possible strategies. The sequence does contain one genuine diagnostic question by the teacher (L. 16: "S1, what's wrong?") and knowledge gaps are addressed by S1 (l. 48 "Weiß ich nicht", L. 57 "Ich weiß, was 'up' bedeutet, aber 'get up late' …"). However, a genuine exchange about what S1 would need at that moment does not occur.

3.3 The tasks

For analysing the data, the student teachers are split into groups of three. Each group is provided with their own Padlet.[6] The Padlet serves several functions at once:

- It provides a repository for all resources needed. These include the focus transcript (Online Supplement 3), a handout listing key CA concepts (Online Supplement 4) and a handout of GAT2 transcription conventions in order to facilitate decoding the transcript.[7] Additionally, a shortened version of the video is provided that contains the recording of the relevant lines of the transcript only.

- It presents the students with the task formulation introduced in the plenum before (see below).

- It provides the students with a structured space in which they can note down their observations. This allows both monitoring the progress of the individual groups and sharing results in the discussion phase.

In line with the key assumptions and aims of CA (see 3.2 above), the students are presented with the following task instruction:

> *Please note first observations concerning turn-taking and the use of vocal, verbal and kinetic resources. 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!*

This task formulation is decidedly descriptive and challenges students to approach the data in the observation mode UNDERSTANDING. In particular the invitation to reconstruct the emic perspective of the participants – in a slightly more colloquial formulation – is an attempt to push students from observation for DEVELOPMENT (noting down turn-taking patterns and the use of interactional resources) towards observation for UNDERSTANDING (connecting single observations to an emic description). At the same time, the formulation reminds students not to move into an evaluative stance too quickly.

The analysis phase is followed by a guided discussion in which the results are presented and connected, leading to the points listed above (3.2). When suitable, the discussion is supplemented with theoretical background on learner- vs. teacher-centered interaction, which may lead to considering interaction patterns that foster/may impede learner autonomy. It can be highlighted in particular that the dominant IRE pattern does not provide much space to engage in "metacognitive talk", making a joint discussion of what S1 would need at the given moment impossible. Thus, S1 is not empowered to assume responsibility of their own learning (Little et al., 2017).

At this stage of the discussion, a thorough understanding has been reached that allows proceeding to reconsidering the observed practices and suggesting alternatives against

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[6] Padlet is an online tool that allows collaborative work on a canvas that can be filled with posts (www. padlet.com).

[7] The handout of transcription conventions constitutes a slightly reduced version of Selting et al. (2011, ch. 6).

the backdrop of learner-orientation (observation for IMPROVEMENT). Depending on the progress of the discussion, information on S1's SEN can also be disclosed at this point to allow the students to reflect on whether knowing the specific disposition of S1 may have an impact on the choice of interaction strategies.

4 Theoretical background

4.1 Inquiry-based learning

In the light of the two-fold aim outlined above (section 2), the material presented here is rooted in the principles of inquiry-based learning (see Fichten, 2017; Huber, 2009; Legutke, 2020 for an overview). My key connections to this concept include the following:

- A considerable part of the work happens in small groups rather than in a guided classroom discussion. That allows the students to explore their own foci, generate their own results and assume responsibility for these.

- When introducing the activity, I usually stress that different researchers may make slightly different discoveries in the data so that the multiple perspectives on the material receive a specific value in achieving a more holistic understanding in the end.

- Actually, inquiry-based learning stresses the necessity of subjective relevance the research topic should have for the learners – who ideally choose the topic on their own. In the case at hand, the topic is not self-chosen. However, it relates to a context that is assumedly of high relevance to the student teachers and the process allows them to make various subjectively relevant discoveries in the data as well as to explore how these connect to background theory. Additionally, the final discussion is designed to establish reflective connections to the student teachers' prospective teaching practice, thus potentially enhancing subjective relevance.

- The student teachers proceed in a systematic way: They start with a research question (task prompt, see above) that challenges them to reconstruct the interactants' perspective by following a CA-methodology and without jumping to quick evaluative conclusions (Buttlar & Weiser-Zurmühlen, 2019).

- In particular, the activity models the data-guided procedure of qualitative research, leading from data analysis to engaging with theory and back (cf. Buttlar & Weiser-Zurmühlen, 2019; Leicht et al., 2020; Figure 3 on the next page). CA thus serves as a case-in-point to illustrate a decidedly qualitative approach to data analysis.

While a research process is modelled (Figure 3), it is also reduced for the purposes of the activity in that students are presented with a research question (as part of the task instruction) and in that they are not yet challenged to transcribe video data. As producing one's own transcriptions can tremendously enhance the individual analytical gain (Thomson, 2022b), it may be worth confronting students with this task – either leading up to the activity presented here or at a later stage of the course, after becoming familiar with transcripts in a receptive way.
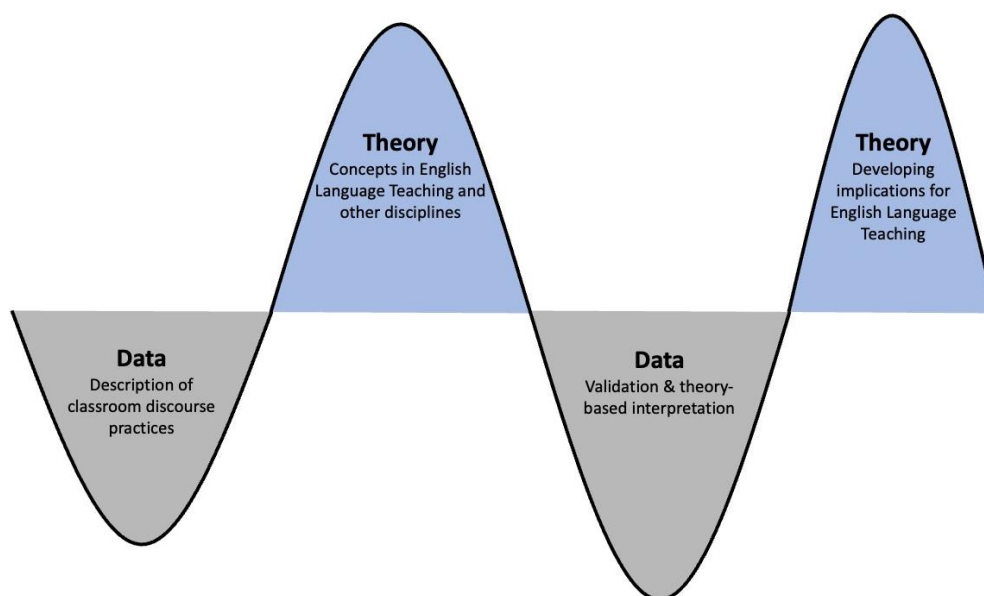
Theory
Concepts in English
Language Teaching and
other disciplines

Theory
Developing
implications for
English Language
Teaching

Data
Description of
classroom discourse
practices

Data
Validation & theory-
based interpretation

Figure 3: A rough sketch of qualitative research – from data to theory and back (own illustration)

4.2 Professional vision and conversation analysis

This consideration is particularly relevant in so far as the material does not only serve the purpose of modelling a research cycle but aims at developing the student teachers' professional vision as prospective English teachers. The concept goes back to Goodwin (1994), who pointed out that members of professional communities employ certain discursive practices that allow them to "build and contest the events that structure their lifeworld" (p. 606). Essentially, Goodwin states that members of different professional communities read aspects of reality in different ways by applying their own categories and deduction processes. For instance, a farmer and an archeologist see different things in a "patch of dirt" (Goodwin, p. 606). It is part of becoming a member of such a community to acquire their way of reading reality.

In the context of teacher professionalization, Goodwin's concept has been adapted and is now usually understood to comprise two inter-linked elements (e.g. Bechtel & Mayer, 2019; Seidel & Stürmer, 2014; Uličná, 2017; Weger, 2019):

a) *Noticing* of aspects of classroom discourse that are relevant to learning

b) *Knowledge-based reasoning* related to these aspects, which entails their description and explanation as well as the prediction of potential effects on the learner group (Seidel & Stürmer, 2014)

For *noticing*, categories on various levels of abstraction have been suggested that may guide perception when observing classroom interaction. While Seidel and Stürmer (2014) name general aspects of teaching quality such as GOAL CLARITY and LEARNING CLIMATE, Uličná (2017) proposes ELT-specific phenomena emerging from one sample lesson, for example CODE-SWITCHING[8] and INDUCTIVE TEACHING (of a certain grammar item). In the more abstract framework used by Seidel & Stürmer, the material at hand relates to noticing aspects connected to (INDIVIDUAL) TEACHER SUPPORT (or LEARNER ORIENTATION, even more broadly). From a more focused perspective, the students arguably acquire the ability of noticing instances of the *IRE* sequence as a specific classroom

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[8]   In this context, *code-switching* can be conceptualized as "the alternating use of two or more 'codes' within one conversational episode" (Auer, 2003, p. 1). In the example at hand, the concept specifically refers to the switch(es) between English and German I pointed out above.

interactional phenomenon. Further categories such as CODE-SWITCHING and TEACHING LEXICO-GRAMMAR could also play a role but are not focused on primarily in the material.

Knowledge-based reasoning is also fostered in various ways. The element of DESCRIPTION is defined by Seidel & Stürmer (2014, p. 745) as "the ability to clearly differentiate the relevant aspects of a noticed teaching and learning component […] without making any further judgements." The general descriptive mindset pointed out here resonates with the observation modes used as a framework for the course as a whole (Table 1), but also with the rigorously data-guided, emic approach of CA (e.g. the next-turn proof procedure). CA, additionally, provides concepts such as TURN, TURN-TAKING and the turn-taking mechanisms outlined above (Figure 1) that student teachers can draw on to describe the interactional architecture of the sequence.

The seminar discussion sketched above can lead students to the component EXPLANATION in that they establish links to ELT concepts such as SCAFFOLDING, DISPLAY vs. GENUINE QUESTIONS and so on. If the student teachers are alerted to S1's learning disposition, elements of PREDICTION can also play a role, i.e. linking the observation to potential impacts on S1's learning. This can be substantiated with a look into the final lines of the transcript (l. 68, next-turn proof), which indicate how S1's attention moves away from the worksheet quickly after the teacher has left – an indicator that the desired effect of S1 being able to study independently could not be achieved.

This aspect relates to the fact that professional vision is particularly crucial in inclusive classrooms with their specific challenges of diverse dispositions, learning paths and educational needs. Two dimensions of professional vision have been found to be of particular importance in that context: DIFFERENTIATED INSTRUCTION and TEACHER-STUDENT INTERACTIONS (Keppens et al., 2021). The material at hand addresses the latter specifically, but reasoning related to differentiated interaction patterns in relation to students' diverse needs may address the former, too.

This reasoning might include pondering ways of opening conversations about learning by, for example, asking genuine questions ("What do you need to continue working? Where do you see the main problem right now?"). The material provides some starting points for developing these visions (e.g., the teacher genuinely asking "Weißt du, was das heißt?"), but the student teachers could also be prompted to devise strategies in contrast to the material (e.g., by considering what the teacher does not do but could have done) or based on additional input, for example on the concept of procedural negotiation as

> "overt and shared decision-making through which alternative assumptions and interpretations are made clear, the range of achievements and difficulties in the work are identified, and preferences and alternatives in ways of working can be revealed and chosen so that the teaching-learning process within a class can be as effective as possible." (Breen & Littlejohn, 2000, p. 9)

Thus, the joint work on the material can thoroughly address the analytical as well as anticipatory skills of the student teachers' developing (Critical) L2 Classroom Discourse Competence (see 4.3 below) and, by developing visions of good practice, empower them to work with modified interactional patterns in their future teaching practice (i.e., build a bridge to adaption skills, too).

4.3 (Critical) L2 classroom discourse competence

Addressing the specific task of this course to prepare advanced ELT students for an extended internship at school, the development of professional vision carries additional significance: It can be assumed that developing skills of describing, explaining and predicting as well as the related knowledge bases has an impact on the student teachers' actual teaching practices (Lachner et al., 2016). In fact, Weger (2019, p. 18) argues that professional vision constitutes an important link between professional knowledge as well

as beliefs and their implementation in actual classroom practice. In other words: professional vision is the locus where knowledge and practice meet and mutually influence each other.[9]

A similar line of argument is taken by Thomson (2022a), who proposes the concept L2 Classroom Discourse Competence (L2 CDC), which she defines as

> "the professional competence of foreign language teachers to consciously and reflectively structure, shape and navigate interactional and communicative processes through their own (L1, L2, L+, nonverbal) discourse actions in ways that are potentially conducive to students' FL [foreign language; P.S.] acquisition and learning." (Thomson, 2022a, pp. 51–52)

According to Thomson, this competence rests essentially on various types of knowledge that are not only related to classroom discourse in a generic sense, but very much informed by subject-specific pedagogical/content and discourse knowledge. Among the various phenomena that Thomson lists as specific to the L2 classroom are, for instance, CODE-SWITCHING, QUESTION TYPES, SCAFFOLDING, the *IRE* pattern and many more that become relevant in the material presented here.

Thomson further argues that this competence is influenced by the teachers' "ability to analyze, anticipate and adapt classroom discourse actions/processes while also taking into account the given circumstances and conditions of a specific classroom situation" (Thomson, 2022a, p. 52). This, essentially, echoes the point made above concerning the importance of professional vision as a link between knowledge and classroom practice and supports one crucial argument for the material suggested here: Mediated via professional vision, L2 CDC can be fostered by analysing "video-recorded or transcribed classroom data" (Thomson, 2022a, p. 48). The inquiry-based learning approach suggested here (see section 4.1) thus gains more significance by not only fostering students' research skills but by potentially promoting their L2 CDC, too (Glaser, 2022; Thomson, 2022b, 2022d).

As argued in section 1, in the inclusive (in fact: every!) L2 classroom, teachers need to be highly sensitive to the ways in which their own discourse practices promote in- or exclusion and, hence, social justice in and beyond their classrooms. This aspect is not covered yet by Thomson's L2 CDC, which is why I have suggested the extension to a *Critical* L2 CDC elsewhere (Schildhauer, 2023). It is based on ideas of Critical Literacy (Luke, 2013) as well as Critical Applied Linguistics (Pennycook, 2021), which are interested in how power relations operate in discourses in a way that perpetuates social inequity. A Critical L2 CDC includes, among others, the ability to

- discover 'naturalised' practices of L2 classroom discourse,
- deconstruct these practices in their relation to social (in)justice,
- re-shape practices if they perpetuate social injustices.

This ability entails that teachers ask questions such as:

- Whose voice is heard in my L2 classroom – and who is silenced?
- How do power and privilege operate in my L2 classroom discourse?

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[9] Another such meeting place of knowledge and practice is *language teacher identity* (LTI). Broadly speaking, this concept can be defined as the way in which (language) teachers view themselves, how they think about their profession and how they position themselves within their institution (Gerlach, 2023, p. 145). LTI is dynamic and particularly prone to change when remarkable, challenging situations are encountered (Schultze, 2018, p. 95). It can be assumed that LTI and professional vision are in a reciprocal relationship: LTI may well predispose teachers to viewing classroom practice in a certain way, e.g. by focusing on and evaluating subjectively relevant aspects while overlooking others. Vice versa, professional vision – in particular if fostered in the way described here – might enable teachers to become aware of aspects of classroom practice, position themselves to them and, thereby, shape their LTI. Working on professional vision may, therefore, entail working on LTI. I am grateful to my colleague Eleni Louloudi for inspiring this train of thought by making me aware of potential overlaps of the two concepts – this may well constitute an avenue for further conceptual and empirical research.

- In what way is this related to power relations in the world outside the classroom?

Regarding the example at hand, these questions would uncover that one of the most vulnerable students does not receive a voice in a sequence that actually provides the potential for discussing learning aims and processes. Even though the teacher slightly modifies the *IRE* sequence, it still perpetuates asymmetrical power relations that also exist outside the classroom. Little et al. (2017) argue that

> "the question-and-answer tradition has its origins in the hierarchical organization of our societies, and the responding role that it assigns to learners implies the subordination of a passive majority." (Little et al., 2017, p. 219)

Including these aspects into the final stages of the reflection modelled above may, therefore, lead the students to questioning the feasibility of the *IRE* pattern in relation to S1 and their specific dispositions – and the goal of learner-oriented teaching to promote inclusion more generally.

Even more broadly, Critical L2 CDC challenges ELT teachers to be aware of how they *model* in- and exclusive discourse practices (Conklin, 2008) which their students may reproduce later. As language teachers, they act as a language model beyond providing comprehensible input. This may relate to how specific students are (not) addressed in the classroom, the use of gender pronouns and in what way social justice topics are discussed (Louloudi & Schildhauer, 2023). Thus, the 'Critical' adds a layer to L2 CDC beyond using discourse practices conducive to learning the L2: the ELT teacher's awareness of being a model for an inclusive, socially just society.

5   Experiences and outlook

A first insight into the students' perspective on the course set up as such was reported in Schildhauer (2021b). Evaluations in following cohorts (winter term 20/21, winter term 21/22) showed that the classroom videos apparently fulfil the function of 'building bridges' for the students, allowing them to gain insights into the realistic workings of an ELT classroom and envision the ELT classroom as a research field, among others. Notably, students replied in the affirmative to the statement "The course prepared me well for some specifics of classroom interaction in ELT" (4-point scale; m = 3.3, $n = 9$ for winter term 20/21; m = 3.6, $n = 9$ for winter term 21/22). While that allows the assumption that professional vision is promoted, the question whether and to what extent its subcomponents NOTICING and REASONING are developed warrants future research.

The Padlets used in the working phase described above, however, provide some evidence of the students using CA terminology to describe the interaction unfolding in the transcript (Figure 4 on the next page and Online Supplement 5).

In Figure 4, for example, the student teachers apply the concept CURRENT SPEAKER SELECTS NEXT and minutely analyze kinetic, vocal and verbal resources (DESCRIPTION in terms of professional vision). Remarkably, the fact that the teacher interacts with S1 alone is linked to a potential act of labelling S1 as being in need of additional support. This idea relates to the PREDICTION component of professional vision. Even though no subject-specific knowledge is used yet, a sensitivity to pedagogical issues in (inclusive) classrooms becomes apparent.

While Figure 4 indicates how thoroughly some student teachers may analyze the material, experience shows that the material presented here can constitute a profound challenge to others. This is most likely rooted in the complexity of the input which confronts the students both with the basics of CA and a complex sequence of classroom interaction. It may, therefore, be advisable to allow more time for getting acquainted with CA terminology, e.g. by practicing with a shorter and simpler sample. Additionally, the transcripts provided to the students could be differentiated regarding their complexity, for example by leaving out vocal information (focus stress etc.). Even though this information is

highly valuable, it may be more useful to reduce the cognitive load for those students who would like to approach the challenge of decoding transcripts in smaller steps.
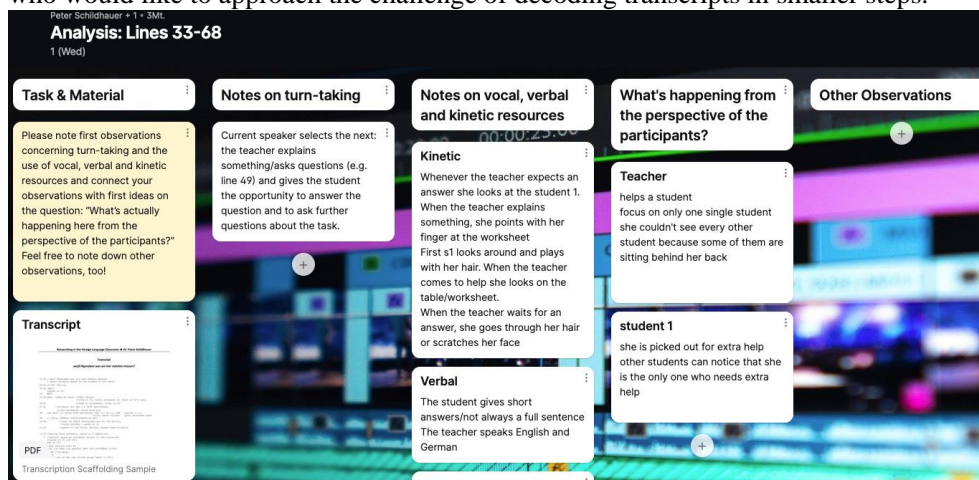

Figure 4: Partial screenshot of a Padlet used in the analysis phase (summer term 2022, own screenshot)

Finally, many of the insights pointed out above currently depend on the success of the (lecturer-centered) seminar discussion following the analysis phase. In the future, suitable task prompts should be developed that allow a more student-oriented way of addressing the various aspects of professional vision outlined above (Bechtel & Mayer, 2019). Following the concept of Critical L2 CDC, the university classroom, too, is a place for modelling inclusive, learner-oriented practices (see also Louloudi & Schildhauer, this issue; Louloudi et al., 2021). Where else could learning processes be negotiated and learners be supported to take charge of their own learning by engaging in open, dialogic interaction? It is necessary for lecturers to take up this challenge to establish a critical teacher education (Gerlach & Fasching-Varner, 2020) by practicing Critical L2 CDC themselves.

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