Towards a theory of pedagogic interaction: Lessons from symbolic interactionism

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Presentation purposes

1. Outlining a need for a theory of pedagogic interaction (TPI)
2. Background to the theory
3. Sharing a tentative model for a TPI
4. Considering potential of a TPI for ALL practice
Background


1. Brief outline of the project

2. Key SFG features shared with students

3. Key outcomes:
   - Student development
   - Need for a theory of pedagogic interaction

   “Contingency: an operating principle”
Need for a theory of pedagogic interaction (TPI)

• Making ‘how interaction works’ explicit

• *Semantic orientation* ([Coffin & Donohue, 2014](#))

• [Jane’s’ story](#)
Locating a TPI semiotically in pedagogical space

Challenge: negotiating pedagogical mode

Figure 1. Opportunities and challenges for re-registering semantic orientation
3 key dimensions of a TPI

Language

Pedagogy

Psycho-social ‘interpersonalisation’
Potential of a TPI for ALL practice

What it might do for ALL practice

Learning in general:

1. Metaconsciousness of own interactions
2. Symbolic nature of interaction
3. Semantic orientations of interactants
4. Empowering learners to take ownership of learning processes
Potential of a TPI for ALL practice

For a pedagogy of writing:

1. Awareness of dual nature of writing process (especially for learners)

2. Text as psycho-social ‘object’

For research:

Extend range of ALL research
Challenges

1. Overcoming resistance (e.g., SFL experience)
2. Data collection and analysis
3. Developing ‘convinceability’
What’s ahead for the development of the TPI?

Data collection

Analysis

Further reading and theorising

Publication
Conclusions

Invitation to collaborate:

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What I wanted to share with students:

Developing more **advanced academic writing** through:

1. The **metafunctions** (the ‘**cake**’ model)

2. **Nominal group structure**

3. **Nominalisation** and **grammatical metaphor**
The metafunctions

Language as system

- Language as representation
- Language as relationship
- Language as organisation of ideas
Leo van Lier’s ecological approach

Key concepts:

1. Emergence
2. Contingency
3. Affordances
4. Activity
5. ‘approach’ not method
Towards a pragmatic theory of pedagogic interaction: the convergence of Mead’s ‘I’ and ‘Me’
2. Herbert Blumer (1900 – 1987)

Blumer’s three premises:

1. We act toward things **based on the meanings they have for us**.

2. These meanings are **created through interaction**.

3. Meanings **change through interaction**.

   (after Sandstrom & Fine, 2003)
3. George Herbert Mead (1863-1931)

Perhaps the most powerful notions:

1. Taking the role of the other
2. Object and social object
3. Emergence and contingency
Learning language as a cake