

Bridging Classroom Interactional Competence to L2 Teacher Education through Video and Mobile technology

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Classroom Interaction is at the heart of pedagogical practices, and a close investigation of these practices can demonstrate us the kind of teacher actions that can create or hinder learning opportunities. The value of successful interaction is even more prominent in foreign language (L2) classrooms, in which language is both the medium and the content. Building on Walsh's (2011) conceptualization of Classroom Interactional Competence (CIC) and using Conversation Analysis (CA) methodology, I will present micro analyses of video recordings based on L2 classrooms in Luxembourg and Turkey. By walking the audience through transcriptions of successful teaching practices, I will first show the ways a video analysis software can inform teacher education. Based on practical needs of language teacher education at global level, I will then argue that mobile technology, in particular a mobile app - VEO (Video Enhanced Observation)- has lots to offer for a more reflective and evidence based language teacher education.