

LESSON 7. SYNTHESIS & APPLICATION: Designing Interaction-Centred Lessons

The lesson familiarizes with the various pedagogical strategies including nonverbal signal and train their application. By the end of the lesson students will be able to:

- synthesize pedagogical interaction strategies learned in previous lessons;
- analyze a new film scene independently using discourse-analysis tools;
- create an original lesson plan based on an interaction-focused film extract;
- produce spoken & written reflective evidence of their pedagogical identity;
- present a micro-teaching episode integrating verbal & nonverbal strategies.

CONTENT OF THE LESSON:

□ SPARK:

Watch two 1-minute Edpuzzle scenes (teacher gives links):

1. *Freedom Writers* (2007) — *Erin Gruwell's first day*
2. *Coach Carter* (2005) — “*Respect is earned*” scene

Answer Edpuzzle embedded questions:

- What interactional strategy is visible?
- Which identity does the teacher project?
- What paralinguistic signals support the message?

Small discussion:

Which scene demonstrates more effective interaction? Why?

□ INPUT:

1. **Read the text “Integrative Pedagogical Interaction: From Observation to Practice” (.....)**

Effective pedagogical interaction cannot be reduced to isolated techniques. It is an integration of verbal, nonverbal, emotional and cognitive tools that teachers use to shape learning. Research (Walsh, 2011; Mercer & Dörnyei, 2020) shows that high-quality teacher–student interaction includes:

1. **Dialogic stance** – encouraging thinking, questioning, reflection, not only responding.
2. **Paralinguistic alignment** – matching tone, gesture and posture to lesson aims.
3. **Affective scaffolding** – supporting student emotions, building safety.
4. **Cognitive structuring** – guiding students to discover ideas rather than giving them ready answers.
5. **Interactional repair** – resolving misunderstandings in supportive ways.
6. **Identity projection** – the teacher’s “voice” signals expectations, values and authority style.

Inspirational films depict teachers who combine these elements into a coherent classroom identity. Their strategies work because they communicate *belief*, *respect*, *high expectations* and *emotional intelligence* simultaneously.

2. Reading and analysis: *Freedom Writers* — Confrontation to Connection Scene (curated extract)

Erin Gruwell:

“I’m not here to judge you. I’m here to understand you.

But I can’t do that unless you speak to me.

Your stories matter. You matter.

So let’s try again — together.”

Student (Eva):

“Why should I trust you? Teachers always leave.”

Gruwell (soft tone, slow pace):

“Maybe they left.

But I’m still here.

And I’m not going anywhere.”

(teacher sits slightly lower to reduce power distance)

Eva:

“...You really mean that?”

Gruwell:

“Yes.

And when you’re ready — I’m listening.”

3. Text & film analysis (Google Docs)

Students annotate:

- **Green** → affective scaffolding
- **Yellow** → identity positioning
- **Red** → possible escalation triggers
- **Blue** → nonverbal/paralinguistic elements

Then answer in writing:

1. Where does the interaction shift from confrontation to connection?
2. How does the teacher reduce emotional tension?
3. Which discourse strategies from previous lessons are used?
4. What would happen with a different teacher tone?

4. Synthesis grid (Padlet)

Padlet columns:

1. Interaction strategy
2. Film example (any from Weeks 1–9)
3. Classroom meaning/effect
4. A new example created by the student

Students post 6–8 items.

□ FOLLOW-UP ACTIVITIES:

1. Creative task (Google Slides, Canva)

Choose *any film scene studied earlier* and design a **micro-lesson (15 minutes)** focused on teaching one interactional strategy through the film.

Lesson plan must include:

- A Spark (question, image, film still)
- A short theory explanation (student-created)
- A clip (Edpuzzle question)
- A text-based task (analysis)
- A pair/group task
- A brief reflective task
- Expected student outcomes
- Paralinguistic focus (tone, gestures, posture)

Students create this in **Google Slides or Canva**.

2. Read the text “Becoming a Reflective Interactional Teacher” and discuss the concept of “reflective teaching and learning”.

Reflection is the central mechanism that transforms observation into expertise. Farrell (2019) describes reflective teachers as individuals who:

- examine their reactions during critical incidents,
- evaluate the emotional climate of the class,
- identify hidden assumptions about teaching and learning,
- reinterpret student behaviour through empathy,
- design improved responses for future situations,
- shift from intuitive to deliberate interactional choices.

Reflective practice is not a separate skill; it is woven into the teacher’s identity.

Teachers who regularly reflect develop deeper sensitivity to student needs and greater control over their verbal/nonverbal behaviour, which leads to more effective interaction.

3. Reflection journal (OneNote)

Prompts:

1. What interactional strategies do you now use consciously?
2. Which strategies from the films resonated with you personally?
3. Describe one real or imagined critical incident and how you would respond now.
4. What aspects of your teacher identity have become clearer?

Write 200–250 words.

4. Final micro-teaching (Zoom + GoReact)

Students present their 15-minute interaction-based mini-lesson using:

- film clip
- theory explanation
- interactional task
- paralinguistic practice

They record the session on **GoReact**, where peers comment on:

- clarity
- tone & pace
- gesture use
- interactional scaffolding
- management of misunderstanding
- emotional presence

□ **ASSESSMENT ASSIGNMENTS:**

1. Write a 700–900-word analytical essay:

“How Film-Based Learning Enhances Pedagogical Interaction Skills in Hybrid Teacher Education”

Structure:

1. Introduction
2. Evidence from film scenes (min. three films)
3. Evidence from academic theory (facework, repair, tone, identity)
4. Integration in hybrid learning technologies
5. Personal synthesis
6. Conclusion

Criteria (5 points):

- Integration of theory + film (2 points)
- Depth of analysis (1.5)
- Coherence & clarity (1)
- Academic tone & referencing (0.5)

2. Fill in the SAC.

Nº	Key Points	Know	Know not well	Don't know
1	Interaction strategies			
2	Film-based analysis techniques			
3	Teacher identity construction			
4	Lesson planning with discourse focus			
5	Paralinguistic integration			

Glossary

synthesis – turli nazariy tushunchalar, strategiyalar va tajribalarni yagona tizimga birlashtirish jarayoni.

application – o‘rganilgan bilim va ko‘nikmalarni amaliy vaziyatlarda qo‘llash.

interaction-centred lesson – o‘quv jarayonida asosiy e‘tibor o‘qituvchi–talaba va talaba–talaba o‘zaro muloqotiga qaratilgan dars.

pedagogical interaction strategy – o‘qituvchining ta‘lim jarayonida muloqotni tashkil etish va boshqarish uchun qo‘llaydigan ongli nutqiy va noverbal harakatlari.

dialogic stance – o‘qituvchining muloqotga ochiq, savol berishga, fikrlashga va talabalarning tashabbusiga imkon beruvchi pozitsiyasi.

affective scaffolding – talabalarni hissiy jihatdan qo‘llab-quvvatlash orqali o‘rganishga tayyorlash strategiyasi.

cognitive scaffolding – murakkab tushunchalarni bosqichma-bosqich o‘zlashtirishga yordam beruvchi yo‘naltiruvchi savollar va ko‘rsatmalar.

interactional repair – muloqotdagi tushunmovchilik yoki uzilishni yumshoq va konstruktiv tarzda tuzatish strategiyasi.

identity projection – o‘qituvchining nutqi, ohangi va xatti-harakati orqali o‘z pedagogik shaxsiyatini namoyon etishi.

teacher identity – o‘qituvchining kasbiy qadriyatlari, munosabati, nutq uslubi va muloqotdagi roli majmui.

paralinguistic signals – nutqqa hamroh bo‘ladigan vositalar (ohang, pauza, tezlik, urg‘u).

nonverbal signals – so‘zsiz uzatiladigan belgilar (imo-ishora, yuz ifodasi, tana holati, masofa).

power distance – o‘qituvchi va talaba o‘rtasidagi ierarxik masofa darajasi.

micro-teaching – qisqa (10–20 daqiqalik) dars bo‘lagi orqali o‘qituvchilik ko‘nikmalarini sinab ko‘rish usuli.

reflective practice – o‘qituvchining o‘z tajribasi, qarorlari va muloqotini tahlil qilishga asoslangan kasbiy rivojlanish jarayoni.

reflective journal – o‘qituvchi yoki talabaning o‘rganish jarayonidagi fikr va xulosalarini yozma tarzda qayd etishi.

interactional awareness – muloqot jarayonida til, ohang va xatti-harakatlarning ta‘sirini anglab yetish qobiliyati.

hybrid lesson design – oflayn va onlayn ta‘lim elementlarini birlashtirgan darsni rejalashtirish.

discourse-analysis tools – pedagogik muloqotni tahlil qilish uchun qo‘llaniladigan nazariy va metodik vositalar.

emotional presence – o‘qituvchining dars jarayonida hissiy jihatdan “mavjud” bo‘lishi, talabalarga e‘tibor va empatiya ko‘rsatishi.

For Reading / Viewing

1. **Walsh, S. (2011).** *Exploring Classroom Discourse: Language in Action*. London: Routledge.
2. **Mercer, N., & Dörnyei, Z. (2020).** *Engaging Language Learners in Contemporary Classrooms*. Cambridge: CUP
3. **Farrell, T. S. C. (2019).** *Professional Development through Reflective Practice*. Cambridge: CUP.
4. **Ur, P. (2009).** *A Course in Language Teaching*. Cambridge: CUP.
5. **Harmer, J. (2007).** *How to Teach English*. Longman.

Film-based pedagogical interaction

8. **Freedom Writers** (2007). Directed by R. LaGravenese.
9. **Coach Carter** (2005). Directed by T. Carter.
10. **The Ron Clark Story** (2006).
11. **Dead Poets Society** (1989).
12. **Mona Lisa Smile** (2003).