

# Positive Interaction Patterns in Teacher-Pupil Dyads

*A Baseline Study of Three Examples of  
Teacher-Pupil Quality Interactions in One  
Classroom*

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# Dedication

*To all children of Georgia – I admire you and I believe in you, I strive to learn from you all those miraculous things that you all have in your hearts;*

*And to my precious parents, Parmen and Lia, who are the epitomes of kindness, spirituality, beauty, and intelligence. I love you.*



# Abstract

The intention of this study was to depict and construct the meaning of teacher-pupil interactions in a preliminary grade classroom in Georgian school. By trying to understand the most significant phenomenon for child's social-emotional and cognitive development, the emphasis were made only on positive interaction sequences founded on a resource-based communication and mediation approach, developed by Norwegian scholars Henning Rye and Karsten Hundeide. The particularity of the study was to get an in-depth picture of teacher's distinct way of interacting with individual child in class, specifically with pupil with high academic achievements, with low academic achievements, and with special educational needs.

Qualitative research paradigm with case study tradition was chosen as an approach for better interpreting and understanding the phenomenon of the interest. Observing every interaction of teacher-pupil dyads by taking field notes was the only method used in the present study for data collection.

The findings affirmed that the eight themes for quality interaction is universal, and naturally embedded in caregiver-child communication – teacher showed love and care to all three pupils, tried to create a mediated learning environment for them, and helped children to regulate their behaviors. Also, the data revealed that teacher used differentiated approach when interacting with individual child in terms of practicing the eight guidelines. Teacher tried to use resources of the pupil with high academic achievements as a tool for other classmates in mediating knowledge to them, and gave her freedom to plan the activities and determine the topics. With pupil with low academic achievements teacher mostly tried to foster his contribution to the interaction, and to elaborate and expand his understanding about different topics. The interaction between teacher and pupil with special educational needs was characterized with more encouraging the use of his inner speech, reflection on his behaviors, and structuring his surroundings.

These results may hopefully inspire the readers of the thesis to think about their roles as caregivers, and strive to expand their rich possibilities when interacting with each child as the means for creating a better environment for every child in their class.





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Taking two-year master education in Norway in the field of special needs education can be regarded as a therapeutic process for me – a process of relearning, self-reflection, exploration of my values, attitudes, beliefs, feelings, and behaviors. This process was facilitated by the safe and loving environment around me, here in Norway, as well as in Georgia, my homeland, though, from a distance. Eventually, I wish to thank all those people who made this thesis reality.

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# 1 General Introduction to the Study

## 1.1 Introduction

This study is about positive interaction between teacher and pupils with different educational needs in the classroom. It is a baseline study that discovers and describes three examples of good quality interactions between teacher-pupil dyads, including the child with special needs in a public school of preliminary class in Tbilisi, Georgia. Believing, myself, that every person has the inner capacity to reveal love and care towards children; and being aware of the limitations that exist in our society in different fields, where the interaction between adult and child can be distinguished as most challenging one, I tried to help the readers of this thesis, particularly the teachers, to discover, develop, and use the untapped power within themselves (Egan, 2007), when interacting with pupils in the class. Demonstrating examples of resource-based interaction between teacher and pupils will serve as an agent for opportunity development for other teachers.

The preceding part of the thesis gives an overview of the history of Georgia's self-determination that shaped development of the basics of education system till today, and specific information related to actions promoting inclusive education on the state level. Current situation and reforms in Georgian educational system together with the main goals and objectives set for enhancing the quality of education in schools are presented afterwards. In the end, the rationale for conducting a study, statement of the research question, clarification of the key concepts, and the importance and justification of chosen topic are introduced.

## 1.2 Background Information

For creating a meaning of the entire study – starting from my personal choice of what to research and how I have conducted it to the understanding of the personal cultures of a teacher and three pupils I have observed, it has a critical importance to consider the cultural background of our society in terms of education. As stated by Egan (2007), individuals within any given culture often do embody and incorporate the beliefs, values, and norms of the cultures in which they live. Considering that, the following subchapter is dedicated to the history of Georgian's self-determination reviewed from “The Temple – The I. Javakhisvhili

Tbilisi State University, Georgian Educational and Scientific Center” written by Parmen Margvelashvili (2000) that was the only source used for shedding light to the aforementioned issue.

### **1.2.1 A Road to Georgia’s Self-Determination**

Georgian people have undergone a long road to national self-determination and consolidation that had been implemented only through the spread of Christianity and on the grounds of written language. People’s memory and historical sources consider the III century B.C. as an introduction of Georgian writing. Since the 4<sup>th</sup> century, after Christianity became an official religion of the state, a desire to be close to the sacred places became a characteristic feature of outstanding Georgian statesmen, for example, Peter the Iberian (aka pseudo-Dionysius of Areopagite) – the founder of Christian Neoplatonism. So, apart from the pivot function of the education and culture, every church or monastery fulfilled also its function of development of national consciousness. It has to be mentioned that several centers of higher education and academies were founded with the foremost among them Gelaty Academy by the King David Aghmashenebeli (the Builder) in 1106. Subsequently, the Georgian Christian writings and mind played a significant role in the formation of the strong, independent and the united Georgian State with the distinctive culture. All these directed the case of upbringing and education in Georgia within its own boundaries, developed it and reached exceptional heights in the XI-XII centuries; the monastery and church schools then were established as official bodies where theology, hymnography, and Georgian literature were taught.

Beginning from the XIII century Georgia came to a particularly hard period – assailments of Islamic states, the Byzantine political decline occurred. Then Georgia became the part of Russian Empire that lead to the abrogation of autocephality of the Church of Georgia. However, Georgian people retained their image of scientific and cultural creativity, and produced not a few original works, extremely significant for the nation’s distinctiveness. In the XIX century, basically, the men of letters loaded themselves with the mission of enlightenment of the people, and people greedily tried to intake in print the new national literature, critical journalism and books in education. In this period an idea of a “Georgian University” developed. Through following this endeavor and reaching the goal Georgia finally succeeded in its self-determination. On January 26, 1918 the opening ceremony of the Georgian University was held. It was the first national University in the Caucasus.



From 1921 to 1991 the process of building-up a Soviet model of Georgian educational system began. The system was purposefully doing the following – consistently transforming a personality into a mere part of a totalitarian mechanism, instead of the shaping of individuality with the consciousness of the citizenship and of a free creator (Margvelashvili, 2000). A Soviet educational system, as the means of enlightening, educating and development of professionals, can be regarded as a strong system in the world. However, it was striving to create from any person an unconditionally obedient person of the totalitarian regimen by means of education. Since that goal contradicts the nature of freedom-loving personality, such an antagonism led to the formation of a special type of consciousness and inner world of a Soviet subject, which could easily provide the room for a frame of mind and motivation for living with a double standard, justifying lies and frequently - stealing. This is the reason, why a post-Soviet society strives to attach a paramount importance to the inculcation of ethics, morals, spirituality and faith, which signifies a complete acquisition of issues that the concept of education implies itself, because - together with enlightenment, it indicates the communion with light and other blessings of existence the personalities possess.

The task of self-determination and self-assertion, together with the respectable participation in modern civilization becomes essential in the context of the building of the state; the way to solve this problem at present, follows the state educational system. Today Georgia is in the process of seeking the concept of educational system – how it should be built, and what principles should form the basis of our education. In 2012, we are in the process of structuring the educational system, adjusting new and contemporary knowledge and practices to our traditions, setting new goals, priorities, were, fortunately, implementing and developing Inclusive Education are clearly highlighted in the state policy.

### **1.2.2 Steps to Become an Equal Member of the Civilized World Community**

Georgia has recognized and signed international documentations concerning the rights of the people with disabilities that at the same time form the basis for supporting inclusive education in our country. These includes: *Universal Declaration of Human Rights* (ratified in 1991), *UN Declaration on the Rights of Mentally Retarded Person* (1971), *UNICEF Convention on the Rights of a Child* (1994), *Declaration on the Rights of Disabled Persons* (1975), *European Convention for the Protection of Human Rights and Fundamental Freedoms* (1999), *Standard*

*Rules on the Equalization of Opportunities for Persons with Disabilities* (1993) and etc. *Geneva Convention on employment policy* (1964), *International Labour Organization* (1996); *European Social Policy Charter* (with amendments), and *Salamanca Declaration and framework action* (UNESCO, 1994), which is a guiding document of the Ministry of Education. Consequently, Georgia has political responsibilities to provide quality education, social integration and participation in the public life to the children with disabilities (Ministry of Education and Science (b), n.d.).

As stated in the National Curriculum presented by the Ministry of Education and Science in 2010, general education is divided into three stages: primary, basic, and secondary. Primary level implies the grades from I-IV, basic – from VII-IX, and secondary – from X-XII. Education is free and compulsory on the primary and basic levels. As the current research focuses on the interaction specifics between teacher and 3<sup>rd</sup> grade pupils, it will be interesting to identify the core aims of primary level education: (a) pupils have to have the foundation on which it will be possible to learn effectively on the basic level of education; (b) pupils have to have the possibilities to reveal and develop their own intellectual, physical or spiritual traits or dispositions; and (c) pupils have to have the possibilities to gain information and develop skills, attitudes, and abilities that they will need and use through their lives.

In the aforementioned document five general novelties are embodied that are related to the concept of inclusive education. According to this document, the center of educational process is each pupil and achieved results. Learning is defined as gathering information, and development of skills and attitudes. It is the process of searching for the optimal version of learning selected both by the teacher and pupil together. In the teaching-learning process pupils' physical and psychological abilities and age-appropriate interests are considered. Also, the main point is the quality, and not the quantity, of education.

In 2008 “The Strategy and Action Plan in Education of Pupils with Special Educational Needs for 2009-2011” was created on the basis of Georgian Constitution, Georgian law of Basic Education, Georgian law of vocational education, UN convention of children's rights, Georgia's national curriculum for 2008-2009, and on the international program of Education for All. The period of 2009-2011 was defined as the preparatory phase for achieving the long-term goals in giving education to pupils with special needs. As written in the document, by using the aforementioned strategy and action plan the Ministry of Education and Science will contribute in providing special schools with methodological and material-technical equipment

and will commence to implement and develop Inclusive Education. One of the main objectives and priorities of this document is to work out and introduce the National Model of Education for children with special educational needs, and secure the accessibility of education for these children.

### **1.2.3 Education Reforms and Current Situation in Georgian Schools**

As stated earlier, nowadays, the educational system in Georgia is on the stage of reforms, searching and trying different approaches to enhance the quality of education in schools and follow the trend of inclusive education. For 2010-2011 one of the main priorities that were highlighted from the Ministry of Education and Science of Georgia (MES) was to increase the teachers' professional level of competence and implement and develop the Safety Concept – create safety zones and establish discipline in schools with the help of certified resource officers (Shashkin, as cited in Kilasonia, 2011, November 15). Herewith, to regulate norms of behavior of the teachers of general educational institutions and to develop ethical and healthy relations among the participants of educational process, MES created teachers' professional ethics code that is obligatory to follow. In the national curriculum for 2010-2011 new changes were brought in, more specifically, “class teacher's hour” – a new class activity, where the time will be spent on sharing and discussing different values between the class teacher and his or her pupils. In the part of Basic Principles of Teaching and Learning, it is emphasized that some of the primary goals of preliminary and basic education level (from I-VI to VI-IX grades) are to create an environment where students can have the possibilities to reveal and develop their intellectual, physical or inner characteristics and to develop the skills and abilities that are essentially important in their whole life (Ministry of Education and Science, 2010). The above mentioned primary changes in educational process were initiated due to following reasons: 89% of teachers who took part in the teacher certification exams could not pass the threshold of minimum competence level. Also, based on the report of Ministry of Internal Affairs the facts of violence between students in Georgian schools were extremely increased in 2010.

To sum up, the current reforms are all directed to improve the level of education by raising teachers' level of competence and develop healthy and tight interactions between teacher and pupils, as well as to create a school as a safe zone for children.

### 1.3 Research Problem and Rationale of the Study

‘I believe that education ... is a process of living and not a preparation for future living’, said Dewey (1959/1997, in Schubert, 2009, p. 87). Living fully brings interminable growth. So, the focus of teaching-learning process has to be directed on the extended approach to education, together with didactic or curricular aspects, inclined to resource-based and culturally sensitive practice (Johnsen, 2005). The school has to be the arena for creating caring and loving atmosphere contributing to high self-esteem and increase in socio-emotional well-being of students. Paulo Freire (Bartlett, 2005) stated that educators should strive to incorporate ‘problem-posing’ method in which teachers and pupils, through dialogue, learn together. For him learning is relational and the knowledge is produced in *interaction*.

Subsequently, in order to enhance the quality of education in public schools we should start looking at the opportunities and resources that we have now and use them for further development of school. In particular, the attention should be directed towards the positive patterns of communication and interaction between teacher and pupil - the basis for child’s socio-emotional and cognitive development.

According to the National Study on Violence against Children in Georgia commissioned by UNICEF in 2007, even though children and young people (11 to 17 years of age) report physical and psychological victimization in the schools at high rates, they report positive attitudes towards school and their teachers. This result gives a very positive basis to build on in looking for solutions-focused approaches at school level that are based on tolerance and respect between adults and children in schools. To redress adult violence towards children that is a common experience for students, it has been suggested that school staff should receive support and training in how to manage conflict and avoid violent behavior including how they can achieve this by always offering positive role models to children (UNICEF, 2008). Hence, I consider that by directing all the available resources in deepening and tightening the relationship between teacher-pupil dyad without the external control (i.e. involving certified resource officers), mentioned earlier in subchapter 1.2.3, will serve as basis for creating safe and trustworthy environment at school.

The phenomenon of positive interaction patterns between teacher-pupil dyads in one classroom is presented through eight guiding principles for positive interaction offered by Henning Rye (2005) as the core of a resource-based approach to optimizing children’s socio-

emotional well-being. From his point of view, positive interaction between teacher and pupil is a principle point in further teaching and learning process and, hence, child's overall development. The attempt to answer the following questions makes it possible to describe the phenomenon of interest of this study:

1. *What characterizes the quality of interaction in three examples of teacher-pupil dyads in the third grade preliminary class in public school of Tbilisi?*
2. *How the quality of interaction is similar to/differs with between teacher and (a) pupil with high academic achievements; (b) pupil with low academic achievements; and (c) pupil with special educational needs?*

The aim of the study is to depict all the specific ways how teacher shows care, love and affection to children with different educational needs, the ways she tries to expand knowledge and the ways she teaches self-regulation to pupils in class. In other words, to see what sustains children's positive feelings and attitudes about the school, towards teachers and the whole teaching-learning process.

It is important to focus on good practices and strengths of teacher-child interactions to deepen our knowledge about the factors that foster positive atmosphere in class and support children development. By bringing out the good quality interactions it can help to sustain and reinforce the existing positive skills of teachers, make them more motivated and interested as they will gain feelings of competence as caregivers (Klein, 1986, as cited in Klein & Hundeide, 1989), while at the same time give insight on how to work on weaknesses by building on them to those who are responsible for raising their professional level of teaching, which is so important for the long term effects of creating school as "safe haven" for pupils (Johnsen, 2005, p.8).

It will be the first baseline study to be carried out about teacher-pupil interactions in Georgian context, that will search for positive themes, and alert the readers of the study to some of the subtle and complex processes of interaction that directly shape and influence learning, hence pupil's development.

Another focus of interest in this research is to contribute to more understanding of specific positive interaction patterns related to pupils with different possibilities and educational needs. It is interesting to find out in what ways teacher's interactions between three pupils on

different levels of mastery differ or is similar to each other, what type of interaction patterns are leading related to individual child in class.

In addition, it is also an ethical consideration to reveal and emphasize teacher's strength(s) in positive interactions with pupils in class, because all adults have the capacity to love and care for and guide children under their care.

## 1.4 Main Concepts Used in the Research

The content of the most commonly used main concepts and their application in thesis are discussed in this part. The key concepts are the following: quality, interaction, dyad, communication, classroom interaction, and mediation. The eight themes of positive interaction will be introduced in chapter two as the main element of the theoretical framework of my thesis.

The study tries to explore the characteristics of the quality interaction in teacher-pupil dyads in a preliminary class. Since the study's main focus was to expose the positive interaction patterns between teacher and three pupils with different educational needs and possibilities, every type of communication during the lesson was recorded, however, only the good quality of teaching – teacher's actions and utterances in an interaction with a pupil, were analyzed through the use of certain categories. The term *interaction* is defined as a relationship between two persons, in this study between teacher and pupil, resulting in reciprocal influences (Corsin, 1999). The main notion is that interaction is constructed by individuals. These are the situations where individuals come to a common 'definition of the situation' – continually interpret each other's actions and therefore, constantly 'redefine' the situation for themselves (Stubbs and Delamont, 1976, p.25-26). This study is concerned with how learning and development are assisted by the interactions which take place in a classroom – how teacher uses different tools to guide learning and construct a common knowledge with her students (Edwards and Mercer, 1987, in Littleton, 2010).

*Communication* is the process of exchanging meanings between individuals through a common system of symbols (communication, 2012, para. 1) – through spoken or written words, pictures, gestures and non-verbal communication. It is the means of interaction. So, in this thesis the word communication will also be used when referring to teacher-pupil interactions.

When referring to the concept of *quality* interactions, it is meant to describe how properties in a phenomenon correspond to certain criteria (Nilsen, 2003; OECD, 1989, as cited in Nyborg, 2011). Here the quality of interaction is related to the eight themes/categories of positive interaction introduced by Henning Rye (2001) in resource based communication and mediation approach. Moreover, according to Winder (1994, in Judd, 1994, para. 10), quality is an ‘on-going process of building and sustaining relationships by assessing, anticipating and fulfilling stated and/or implied needs’. Later each category will be described and defined.

The research is a case study, where the unit of analysis is teacher-pupil dyad within 3 children sample. The term *dyad* implies that only two persons are present during the interactions (Bronfenbrenner, 1979).

*Interaction and communication* are the basic processes *in teaching and learning (i.e. classroom interaction)*. In curriculum relation model (Johnsen, 2001) the author introduces eight main aspects that are fundamental for the teaching and learning process and where the communication, together with care, is placed in the middle of the model to indicate that it is an implicit part “of every curricular aspect from the beginning right to the end of the process of planning, implementing, evaluating, revising, implementing again, and so on in the educational process” (p.289). As stated by Galina Dolya (2010) pedagogical process is comprised by 3 types of learning and teaching processes in adult-child relationship: (a) teaching model, where teacher initiates games, models, and mediates tools, facilitates, promotes reflection; (b) cooperation model, where teacher and pupils are seen as collaborators and create joint activities; and (c) autonomous model – when teacher organizes the environment, observes self-initiated play and supports if necessary. Additionally, in classroom interaction teacher tries to draw students into a shared and cumulative understanding of the activities in which they are engaged, to make sense of experience, and assists by using language in new ways to pupils’ gradual development (Littleton, 2010).

As stated in Feuerstein’s theory, one of the ways an individual can experience and learn is through *mediated* learning experience – an active process, when another person serves as a mediator between the child and environment (Nyborg, 2011). In classroom context teacher is the main mediator between the pupil and the knowledge in the world. Teacher prepares and reinterprets the stimuli from the environment so that they become meaningful and significant for the child that, in case of high quality, can stimulate child’s cognitive development. Pnina Klein (2001, in Nyborg, 2011) identified 5 universal categories that turn an interaction

between an adult (teacher) and child (pupil) into a mediated learning experience. These are focusing, affecting, expanding, competence, and regulation.

In this study the eight themes for positive communication will be used as a term, when focusing on the phenomenon of teacher-pupil interaction patterns. These themes can be grouped into 3 dialogues: emotional, mediational, and regulation that will be thoroughly discussed in the following chapters.

## **1.5 Thesis Outline**

To make easier for the reader to follow the development of the research process, it is important to know how the thesis is designed. Chapter 1 presented the background information of the educational system of Georgia, outlined the research purposes and its justification, and clarified the key concepts as they are used in this study. In chapter 2 theoretical perspectives are introduced together with different programs and perspectives on the importance of quality interaction between caregiver and child. In the end the empirical evidence will also be presented. Chapter 3 is devoted to the methodological part of this research. Presentation of findings is presented in chapter 4. A thorough review of the selected categories used for the analysis part will also be discussed here. In chapter 5, the final part of the thesis, the results are discussed in relation to theoretical and empirical knowledge, conclusions are drawn, and suggestions for future research projects are expressed.



## 2 Theoretical Perspectives

### 2.1 Introduction

This chapter focuses on the theoretical framework of the investigated phenomenon. Theories, mainly from cultural-historical tradition, together with different programs or perspectives that emphasize on the importance of quality interaction for child's learning and development will be reflected. The selection of particular traditions in this research were inspired and influenced by the resource-based mediation and communication approach presented by Henning Rye (2001). Entire study carries along the notion of positive interaction between caregiver and child represented in the eight guiding themes of ICDP program for early intervention that creates the basis for child's healthy socio-emotional and cognitive development. Furthermore, research measuring interaction quality between teacher-pupil, and parent and child dyads will also be reviewed.

### 2.2 Importance of Social Interaction and Mediation

The fundamental notion of cultural-historical school is that human consciousness is related to its social nature. The ontogenetic path of human being lies in mastering social historical experience in the learning process. Vygotsky accentuates that the social environment is the "source" for human development. As Vygotsky stated, human learning implies a specific social nature and a process by which children grow into the intellectual life of those around them (Vygotsky, 1978a). Learning comes before development, the assumption that Russian psychologist considered while formulating the concept of zone of proximal development (ZPD):

*The zone of proximal development is the distance between the child's actual developmental level as determined by independent problem solving and the higher level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (p.86)*

Vygotsky (1978a) pointed out that the most important step in the education of children is to improve their social interactions with adults and peers, as under the adult guidance or in collective activity are activated child's internal processes that go beyond the limits of his or

her own capabilities in his or her zone of proximal development. After internalizing these processes child has reached his new level of independent development. Two aspects have to be emphasized here: each psychological function appears twice on scene, first as collective, social activity, and then as internal means for thinking. Between these two “actions” lies the process of interiorization that allows child to do things independently on a new level of his or her development; and the learning process itself should present collective activity (Vygotsky, 2005). Thus, learning is not development, it is transformed into development through internalizing external knowledge and skills; it is culturally organized and the core aspect in developing human’s higher psychological functions. Luria in his writings reflected Vygotsky’s insistence on a distinction between elementary functions that are involuntary applied and higher functions that associated planning elements in a deliberate manner (Cole, 1978). So, it is the task of an adult, educator – a teacher - to create an environment to move the child from spontaneous application of elementary skills to the intentional application of higher, analytical skills, active recall, and voluntary attention; to direct and regulate pupils’ activities through the collective activity, through organizing collaboration between pupils and between teacher and pupil.

Barbara Rogoff (2003) proposes learning as a process of changing participation in community activities that can be represented in different ways. It includes different forms of participation in culturally guided activities through the use of particular tools and involvement with cultural institutions. Learning and interaction involve guided participation. As she continues, the reason of people’s development is the existence of communication and coordination during participation in shared deeds. For establishing communication partners should seek common language for understanding that occurs between people in interaction. Modifications then in each participant’s perspective are necessary to accomplish things together. As Wertsch (as cited in Rogoff, p. 285) wrote, modifications are a process of development – development of thinking, that what the aim of zone of proximal development is; as the participants adjust to communicate and coordinate, their new perspectives involve greater understanding. It is in accordance with the zone of proximal development phenomenon, when interaction with more experienced adults are the basis of learning where the mutual understanding between them should exist. So, according to Rogoff human development occurs in participation in shared sociocultural activities in their communities, where children play actively central roles together with elders.

What makes us understand our surroundings, how we perceive what we see or hear, to say shortly what makes us function in our world? The main conceptions are tools and signs that function as mediating activities for constructing our understanding of life, symbolic systems used to communicate and analyze reality. They include symbols, signs, numbers, plans, maps, charts, models, pictures, teaching styles, art, and language. Tools are externally oriented, they are the means by which human activity is aimed at mastering the nature, when signs are internally oriented and are aimed at mastering one's own self (Vygotsky, 1978b). Cultural tools are not inherited. They are developed and preserved in the culture. Vygotsky believed that the purpose of education is to introduce children to the full range of cultural tools and show pupils how to use them in profitable and quick ways for analyzing reality. According to Luria, intelligent behavior is any mediated behavior in which between the task and actions there is some intermediate system that helps to solve the problem (Cole, 1978). Cole and Vygotsky both see the use of and incorporation of tools in activity as the means of appropriating and adapting surroundings to their own goals. When communicating with adults, changing and organizing behavior on the basis of objective activity and speech, and gaining knowledge, a child not only acquires new forms of relationship to the external world but also works out new ways of regulating his behavior and establishes new functional systems that enables him or her to acquire new forms of recall, new ways of thinking, and new methods of organizing voluntary actions. Language has a self-regulation function that assists child to plan, guide and monitor his or her behavior. As different authors (Berk, 1986; Winsler, Diaz, and Montero, 1997, in Moreno, 2010) have shown in their studies, children who use inner speech to guide their thinking during problem solving are more likely to perform better than those who do not. So, in interaction teacher's speech becomes thinking tool, as well as a regulative tool for pupils. Russian school makes emphasis on the language, sign, as the most important and universal cultural tool that shapes our development and enables us to rise to a new level of organization in our activities (Cole, 1978). Psychological development occurs through teaching and learning using the various types of spontaneous and specially organized interactions of the child with adults – interactions through which person assimilates the achievements of historically shaped culture. An essential role in this process is played by systems of signs and symbols (Davydov, in Dolya, 2010).

For Bruner, the primary way in which our minds get shaped to the patterns of daily cultural life is through stories we tell, listen to and read. Narratives are the tools we share to make sense of the world, what has happened and what may happen, so we become active

participants in our culture through these narratives. Narrative is the mediator between the canonical world of culture and the more distinctive world of beliefs, hopes and desires (Bruner, 2006).

Bruner claims that all meaning is constructed, that “reality is made, not found” and that our interpretations are shaped by the culture in which they are embedded (Collins & Bielaczyc, 1999). He feels that by equipping children with models and procedural tool kits for perfecting their narrative skills, we give them possibility to broaden their interpretive procedures for connecting different construals of reality, to endure the conflicts and contradictions that social life generates. This notion is compatible with Vygotsky’s and Luria’s notion of providing child with a systematic instructions and adult guidance in mastering those skills, in particularly language that afterwards becomes their tools for regulating their own inner behavior. To Bruner, goal of education must be to help learners use the culture’s tools of meaning making and reality construction and that it can be achieved by interacting with others: “The practices and participant structure of a learning-communities approach involve knowledge sharing and engaging in activities in which individual knowledge building contributes to the knowledge of the community as a whole” (Collins & Bielaczyc, 1999). By using the cultural systems of interpretation that makes our lives understandable to others and ourselves, meaning achieves a public and communal form. To deal with the world and understand the cultural phenomena we frame events and sentences into larger structures, in schematas and these larger structures provide an interpretive context for the components they encompass (Bruner, 1990). The narrative form is the form of framing experience that is again social designed for the sharing of memory within a culture rather than simply to ensure individual storage.

Brian Fay (1996) declared that people’s identity is formed by the social and cultural world they live. He described the difference between ‘having the experiences of’ and ‘knowing the experiences of’ explaining that feeling something does not therefore mean that a person knows what he or she is feeling. Knowledge of what person is experiencing always involves an interpretation of these experiences. According to him, “every experience is a sign whose meaning must be derived from seeing how it is connected to other experiences and the situations in which they are located” (Fay, 1996, p.13). Knowledge is an interpretive understanding, making sense of it, grasping the meaning of it. Hence, it is an adult’s responsibility to assist and equip children with these skills in order to live fully afterwards.

## 2.3 Teaching Methods and Strategies

Class teaching can be viewed on a continuum between the extremes of formal and informal methods, incorporated by the teacher that are based on wide variety of pupils' individual learning styles. These factors make it almost impossible to have any single 'correct' way to teach (Henson & Eller, 1999, p. 270). Subsequently, there are wide variety of techniques that teacher has to incorporate to use effectively for having a positive impact on pupils' competence, self-concept, motivation, or developing inner speech.

Several instructional methods can be distinguished that are supported by socio-historical-cultural theory. *Scaffolding* is an important tool designed to support students early on in the learning process. Teacher guides pupils in their thinking process, or offers hints and cues during problem-solving. To break down a complex task into smaller and simpler steps is also an example of scaffolding. Teacher encourages pupils to take new challenges independently, or to seek help whenever they are unable to make progress. *Fading* is another important method used by the teacher – a process of gradually removing scaffolds as pupils' progress, reducing explanations, or prompts until they can perform independently. Teacher has the responsibility to teach pupils not only how to perform a task, but also to learn how to think – encouraging child's use of *private speech* is a precursor for child's later internalization and self-regulation. Moreno (2010) proposes several tips for achieving this goal: teacher has to *model*, show how to perform and how to think about the task by thinking aloud for the pupils; ask pupils to *articulate* – explain what they are doing and why as they perform the task, to describe strategies that they used to solve problems and the reason for using these strategies. Continuous *assessments* of different types are also a vital part of teaching and learning process, where giving pupils possibilities to *reflect* – encourage them to evaluate their own or others performance according to a model or standards set by the teacher, is a necessary element of this whole process. By using *exploration* method teacher encourages pupils to undertake new tasks or answer new questions with guidance, teacher instructs and gives directions to them.

All these principles used by the teacher can be seen as a facilitator of pupils' cognitive, as well as, psychosocial development. Different teaching methods are related to different kinds

of interaction between teacher and pupil. The eight principles for positive interaction offered by Rye (2001) are truly in accordance with any kind of teaching method that focuses on the role of language as a cultural tool for joint intellectual activity and as a means for organizing student's inner thinking and mastery of his or herself (Vygotsky, 1978b). Growing up is an "apprenticeship in thinking", using words and ways of thinking achieved through the dialogue (Heath, Rogoff, 1990, 1995; Wells, 1986 as cited in Mercer, 2002).

According to Mercer (2002), quality of children's educational experience is significantly affected by the extent to which their dialogue with the teacher gives what they are doing in class the continuity of meaning and a comprehensible and worthwhile purpose. Talk lessons, collaborative reasoning, narrative activities, peer-group discussions, story telling, systemic theoretical instruction are all types of teaching methods that highlight the importance of communication, interaction between teacher and pupil and among pupils. These educational approaches are based on belief that cognitive development is unfolded within everyday human activity, where teacher has the role of a guide in how to use exploratory talks and a creator of a particular quality of inter-mental environment in which students can take active and reflective roles in the development of their own understanding (Mercer, 2002). Using such kind of methods and activities has different educational values: the awareness and understanding of the multiplicity of viewpoints are achieved, children's experiences are organized, and the meaning is impregnated. When familiarity is achieved between teacher and pupils, the complex cognitive processes are encouraged (Pontecorvo & Sterponi, 2002) and all these are based on the ability to communicate and care, the fundamentals on which other important educational aspects depend in order to be activated from the very beginning and all through the process of learning and teaching (Johnsen, 2001).

Teacher has to take special responsibility to create and maintain the connections between the curriculum-based goals of activity and a learner's existing knowledge, capabilities and motivations (Mercer, 2000 as cited in Mercer, 2002). We, the human beings, are socially dependent, communicative creatures, who gain the knowledge and experiences from others and whose thoughts and actions are shaped by our interactions, so we develop intellectually by helping each other, taking into consideration the cultural and historical background of the learner (Mercer, 2002).

So, the teaching methods that will be applied by a teacher in the classroom comprise the every aspect of teacher-pupil positive interaction in different levels. These are the factors that help

the whole educational process to develop and progress for the benefit of children. These principles facilitate using different teaching methods and strategies, at the same time enhancing the quality of education, children's learning process and safe learning environment.

## 2.4 Classroom Talks and Dialogic Teaching

The following programs, dialogic teaching and classroom talks, are concerned with how learning and development are assisted by the interactions taking place in classrooms, specifically, about the importance and significance of face-to-face, synchronous educational dialogs in classroom contexts. Edwards and Mercer (1987, in Littleton, 2010) stated that teachers use talk to guide learning and construct a shared version of educational knowledge - gradual development of new problem solving skills and new ways of using language for representing knowledge and interpret experience. Mercer (1995, in Littleton, 2010) proposed three aims of using talks in the classroom from teacher's side:

- To elicit knowledge from students
- To respond to things that students say
- To describe the shared classroom experiences in a way that the educational significance of those experiences is revealed and emphasized

For having understanding what pupils already know and understand, teachers often use cued elicitations, together with direct elicitations. Cued elicitation is a way of getting out information from a pupil by providing strong visual cues and verbal hints as to what answer is required (Littleton, 2010). It is important to reflect that teacher's questions –the forms of questions- have various communicative functions that can be judged and analyzed only in dialogic contexts. They can be used to test child's factual knowledge or understanding, to manage classroom activities, to find out about pupil's way of thinking in concrete situations, to clarify, explain, expand, or justify a pupil's response. Moreover, questions can help pupils in developing their own use of language as a tool for thinking – to encourage children to make explicit their ideas, reasons and knowledge and share with the class; to model for children useful ways of using language in discussions and other activities that children can appropriate later, and so on (Littleton, 2010). The way teacher can engage with the pupils is to incorporate children's contributions into the continuous teaching-learning process. This is achieved

through confirming or repeating the things of educational significance, and then through elaborating contributions to further explanation or to highlighting their significance (Edwards and Mercer, 1987; Mercer, 1995, in Littleton, 2010). The goals of specific activities should be regarded as a part of greater whole, feeling of continuity should be experienced by the pupils. So, how this can be accomplished? Littleton (2010) reviews teacher's different actions: (a) by referring to past events and implicating them in the mutual construction of knowledge with the pupils; (b) by using recaps to summarize what were the salient features of the past event of current activity – literal recaps, when teacher sums up what happens now, or reconstructive recaps, when teacher presents a modified version of history that fits her current pedagogic concerns; (c) by using elicitation to assist pupils in recalling of past events; and (d) by using 'we' statements to highlight past shared experiences as significant and relevant. Hence, talk with a teacher and pupil, precisely the cumulative dialog between teacher and pupils is possibly the most important instrument for ensuring that a pupil's engagement in a range of activities contributes to his/her understanding of the subject matter as a whole.

Dialogic teaching, proposed by Alexander (2000, in Littleton, 2010), brings more nuanced aspects of interaction in the classroom, than just the use of questions from teachers. In dialogic teaching both teachers and pupils make fundamental contributions, through which children's thinking on specific theme is helped to progress. Dialogic teaching highlights ways that teacher can encourage pupils to actively participate in dialogs, which enable them to express, reflect upon, and alter their own understanding. The variation that Alexander describes are related to the extent to which teachers elicit children's own ideas about the tasks they are engaged in, that teachers make clear for them the nature and purposes of tasks, encourage pupils to discuss mistakes and misunderstandings, and to engage them in dialogs that are 'chained into cumulative, coherent lines of enquiry' (Alexander, 2004, as cited in Littleton, 2010, p.151). Dialogic teaching, in terms of what teacher does in classroom interaction, can be identified in following examples:

- Pupils are given opportunities and encouragement to question, express their views, and comment on issues or ideas that arise during the lessons;
- Teacher engages in discussions with students for exploring and supporting development of their understanding of content;



- Teacher considers and uses students' contributions in expanding the subject theme of the lesson and in designing activities which enable pupils to follow their understanding on their own, through talk and other activities; and
- Teacher uses talk to provide increasing, continuing, contextual frame to enable students' involvement with the new knowledge they face.

Dialogic teaching requires the forming and maintenance of dynamic inter-subjectivity between teacher and pupils.

## 2.5 Moving to Self-Actualization

Abraham Maslow (in Huitt, 2007) stated that human development can be seen as moving on a hierarchy of human needs –from the satisfaction of basic, deprivation needs (physiological, safety, social, and esteem) to the acting upon the growth needs – human's self-actualization. He presented the idea that human actions are directed towards goal attainment. However, in order to fulfill the highest of these needs, the lower needs should be met at first. Social need is the most important need after the physiological and safety needs are met: meeting child's need of belongingness to the group and a recognition need is a prerequisite to self-respect and adequate self-esteem. So, teacher has to strive to respond to pupils' individual needs and use responsibly their strengths and possibilities which provide a foundation for empowerment of a child in the class, and permit constructing dyad interaction in which trust, responsibility, and value sharing paradigms inspire the behavior of the actors of this dyad (Judd, 1994, para. 24). Teacher's responsibility is to assist pupils in accomplishing through attention to the higher needs, ensuring that lower level needs are also satisfied in the process. It has to be noted, though, that the need for belongingness to the group and recognition should be unconditional and not "deserved" and acquired because of academic achievements, intellectual possibilities or child's physical appearance. Child's unconditional right to be a part of the group means to have the right to be different. Meeting the need for creating sense of the belongingness to the group (friendship, care, collaboration) enhances child's motivation, self-esteem, and respectfully, contributes to the skill development (Mamukadze, 2010, slides 26-28).

Erik Erikson in his theory of psychosocial development emphasizes on the impact of social experience on human's life. He suggests that for a person to love, work, and get the personal satisfaction from the activities he or she does – to have a healthy personality, several stages

should be undergone where only by resolving a central crisis with higher positive ratio on each stage, a person develops a new psychosocial value (Henson and Eller, 1999). From the research objectives, the special interest here will be oriented on the industry vs. inferiority crisis experienced by the pupils in elementary school. If solving the crisis positively, children develop the value of competence. Teacher has the ability to impact positively this conflict in classroom. As pupils begin to value learning and the recognition of teachers and friends on this stage, teacher has to provide opportunities for their successful experiences. Pupils should feel the pleasure of successfully completing a task by teacher's support, positive feedbacks, and assisting them in working toward realistic goals (Henson and Eller, 1999, p.86).

## 2.6 ICDP – 8 Themes for Positive Interaction

Henning Rye (2005) offers a resource-based approach to optimizing children's socio-emotional well-being. He discusses how the development of emotions is socio-culturally embedded and organized in interrelation with a developing self. From his point of view, positive interaction between teacher and pupil is a principle point in further teaching and learning process and, hence, child's overall development. Resource-based communication and mediation with pupils is, therefore, key to optimal psychosocial development.

A universal intervention program – International Child Development Program (ICDP) – grounded on resource-based communication and mediation approach aims to improve and enrich interaction between adult and child in order to stimulate a healthy psychosocial development of the latter. The ICDP approach is built on the idea that the best way to help children is by helping their caregivers – by increasing their sensitivity, enabling them to employ their own empathic competency and practical experience to interpret, respond, and adapt to the children's expressed feelings (Christie & Doehlie, 2011). It empowers and strengthens caregiver's self-confidence. The ICDP helps caregivers to develop meaningful dialogues with children, promotes children's active participation and initiatives that is equally important in parent-child, as well as teacher-pupil interactions. The essence of the program is presented in eight guiding themes for positive interaction that can be divided into three major types of dialogues (Hundeide, 2007, in Christie & Doehlie, 2011):

- a. *The Emotionally Expressive Dialogue* (addresses the emotional development and creates basis for safe and comforting relationship)

1. Showing love and care to the child
  2. Following your child's lead
  3. Intimate dialogue
  4. Giving praise and recognition
- b. *The Meaning Creating and Expansive Dialogue* (addresses the cognitive development and creates child's understanding about the world he or she lives in)
5. Joint focus of attention
  6. Give meaning to the child's experience
  7. Expanding and explaining
- c. *The Regulative Dialogue* (addresses the moral and behavioral development and helps the child to master skills and develop self-control)
8. Self-regulation (step-by-step planning, scaffolding, positive limit setting, situational limitation)

These guidelines for positive interaction are clear and universal, naturally embedded in caregiver-child communication and present in any culture (International Child Development Programme, 2009, p.4). As Rye (2001) stated it is mainly the intent, content, and meaning that are distinguishable when referring to the guidelines of interaction in different social and cultural contexts. Although the eight themes here are formulated for parent-child interactions, the adapted form of these guidelines for a school context proposed by Henning Rye will be thoroughly presented in the Presentation of Findings, Chapter 4.

The ICDP program tries to raise caregivers' self-awareness, self-confidence and understanding of their abilities to support and promote child's development. Consequently, the eight principles offered by Rye and Hundeide show the power of caring support, the roots for interaction that instill confidence in children, particularly in children with special educational needs, that form all important aspects of sustaining lifelong learning. This gives them the feeling of significance and importance in the world, creates a secure environment and shows them that "it is worthwhile to do" that itself helps regulating the behavior (Kloosterman, 2010).

All emphasis are made on teacher's sensitivity, ability to adapt to the child's needs and status, offering tools for learning and giving a continuity of meaning to children in what they are doing in class, importance of language and dialogue and all those nonverbal cues that create safe environment for the child's learning process and his or her further development. As it is

seen, each aspect is in accordance with the notion of child's zone of proximal development, where the aim is to reach child's proximal level of development through mediation, giving assistance and guidance or involving in collaborative and joint activities with other peers, that is the precursor of giving child the ability to master him or herself. Also, Vygotsky sees the degree of complementarity in child's proximal zone of development as a determining factor in the success of the interaction between the participants. Elements of complementarity include a common understanding of the task at hand, an appreciation of one another's cognitive, social and emotional development and potential contribution (Mahn & John-Steiner, 2002).

## **2.7 Research Measuring Interaction Quality**

Bornstein (1989) suggested that there are two modes of interaction, social and didactic, when considering child upbringing in a family context. Social mode of interaction is comprised of physical and verbal strategies that parents use to express their feelings and to engage their children in primarily interpersonal exchanges. Here, the focus is on the dyad. However, in didactic mode of interaction the adult directs its focus outside the caretaker and infant as such. On this stage of interaction, parents try to stimulate and arouse their children to the outside world, by directing their attention to the properties, objects or events in the environment. They introduce, interpret, and mediate the external world, provide opportunities and assist children to observe, imitate, speak, and learn. Bornstein (1989) points out that each mode of interaction demonstrated validity for the growth of cognition (p. 200).

It has been found that close, and not conflicting or dependent, teacher-child relationships benefit children and support their progress in school (Birch and Ladd, 1998; Hamre and Pianta, 2001, as cited in Ladd, 2010). Findings show that among kindergarten children who were at risk for retention, children having positive teacher-child relationships were more likely to be promoted than those with negative child-teacher relationships (Pianta and Steinberg, 1992, as cited in Ladd, 2010).

Ladd and Burges (1999, as cited in Ladd, 2010, p. 240) found that 'qualities of teacher-child relationship predicted later children's classroom participation and, indirectly, academic achievement'. While these findings are made on only smaller samples and similar demographic groups, available and present evidence implicates the teacher-child relationship as a potential antecedent of children's school adjustment.

Nowadays in educational research special emphasis are made on the teacher as a guide and model for language use, who enables children to better comprehend the use of language as a tool for thinking, while also promoting an inclusive climate for discussion. In a classroom-based approach ‘Thinking Together’ introduced by Mercer and Littleton (2007, as cited in Littleton, 2010) the main goal is to achieve children’s active appropriation of a particular educated way of talking and thinking, so that in time they are able to apply, adapt, and develop their use of language creatively and flexibly in their discussions. The evidence shows that teacher’s encouragement of children’s use of certain ways of using language leads to better learning and conceptual understanding (Van der Aalsvoort, 2011).

Andy Hargreaves (2000) in his paper “Mixed emotions: teachers’ perceptions of their interactions with students” describes the differences elementary and secondary teaching comprise in terms of emotional understanding and emotional geographies. He found that elementary teaching is characterized by physical and professional closeness that establishes greater emotional intensity in the class, however, secondary teaching characterized by greater professional and physical distance that leads teachers to treat emotions as intrusions in the classroom that threatens the basic forms of emotional understanding on which high-quality teaching and learning depend. Studies of teacher satisfaction show that teachers’ most significant rewards are gained from students in the classroom (Nias, 1989; Dinham and Scott, 1997, in Hargreaves 2000). Elementary teachers declare that they have not only affection for students but, in some cases, even to love them (Nias, 1989; Hargreaves, 1994). These are ‘psychic rewards’ of teaching that ‘rotate’ in relationships with students (Lortie, 1975, as cited in Hargreaves, 2000). For securing these psychic rewards teachers establish close emotional bonds and understanding with their pupils as a foundation for teaching and learning (p. 817). The interview analysis revealed that classroom relationships were more valued as a source of positive emotion among elementary teachers - satisfaction that teachers gained from strong and rewarding classroom interactions; Teachers appreciated and cherished being missed by their students when they were absent; being a favorite teacher; being loved by students, admiring informality and humor with them; and having an atmosphere where they experienced ‘warm fuzzies’ with their classes (Hargreaves, 2000). It has to be mentioned that interviewed teachers’ classrooms were emotionally intense with respect to negative emotions too. So, according to this data the fulfillment and contentment of elementary teaching seem to come from emotional bonds and emotional understanding established with entire groups in

the process of teaching and learning, in immediate and not just prolonged, relationships with their classes.

As stated earlier in the introduction chapter Pnina Klein has identified five categories as the universal characteristics of an interaction between an adult and a child that develops an interaction into a mediated learning experience. These categories are: focusing, affecting, expanding, competence and regulation. By empirically defining these five categories in the observational instrument OMI (Observing Mediational Interaction), Pnina Klein measured the quality of mediated learning experience in mother-infant-dyads. In one study it was found that the quality of mediated learning experience predicted cognitive outcome measures up to four years better than children's own cognitive test scores in infancy, or other presage variables related to pregnancy, and to mother's education (Klein, Weider and Greenspan, 1987, in Nyborg, 2011).

Geir Nyborg (2011) modified and adapted OMI instrument to observe and find out the quality of mediational teaching in Norway in special education. Even though the results showed that the quality of teaching was low in all four cases of teacher-pupil dyads, the cross case analyses revealed that focusing, expanding and regulation were the most dominating categories used by the teachers in individual teaching.

In research of care and support in the classroom of elementary school done in Ethiopia on the case of the three teachers, Tekle (2004) found out that all the eight guiding themes of ICDP were manifested in variety of ways when evaluating the behaviors of teachers in class teacher-pupil interactions. Although, teachers' behavior of interaction showed slight inclination towards the group of students than the individual students, he concludes that teachers' tendency to focus on and care for both the individual and group of pupils were balanced to increase the quality of interaction for all the pupils in the class. Tekle used percentage distributions and the rank order of the frequency of each component of the themes to discuss his findings about the characteristics of classroom interaction between teacher and pupils. Talking to the pupils held the highest percentage of teachers' behavior from the eight themes of positive interaction. The behavior of the teachers to praise and acknowledge their pupils were rated the 2<sup>nd</sup> highest. Adapting to the pupils and focusing students' attention were ranked as the 3<sup>rd</sup> and 4<sup>th</sup> out of the eight. Teaching students self-discipline, creating meaning to pupils' experiences, and elaboration and expansion of students' knowledge were followed.

The least occurring behavior of the teachers was to demonstrate positive feelings towards pupils.

Tatjana Pavlovic (2005), in her study of '*Communication between teacher and pupils in the classroom*' also found out that all the eight themes for positive communication between the teacher and pupils were manifested in the observed classrooms. She selected three teachers of 3<sup>rd</sup> grade classes for getting sufficient information about classroom communication in a purposefully selected school in Bosnia and Herzegovina. Furthermore, she found out that teachers' usage of the eight themes were manifested in many varieties, i.e. 266 variations of 269 total frequency counts. Her findings also show the rank order of the frequency of each of the sub-themes and the main themes. The first four dominating themes practiced by the teachers were *focusing pupils' attention, praising and acknowledgement, talking to the pupils, and showing positive feelings*. The least revealing theme was teachers' adaptation to the pupils. Regulation, elaboration and explanation, and creating meaning to the pupils' experiences were ranked as the 5<sup>th</sup>, 6<sup>th</sup> and the 7<sup>th</sup> most practiced themes out of the eight.

## 2.8 Summary

So, presented literature review indicates how complex and subtle the nature of interaction is and its crucial role for learning and development. Every perspective, theory, or program emphasizes the significance of adult in creating a safe and caring environment for the children where emotional attunement, mediation of different experiences, and guidance and regulation is an essential part of interaction. It has to be noted also that all the discussed literature on child's development in a safe and healthy way through the social interaction are in total accordance with the eight themes of positive interaction presented as a resource-based communication and mediation approach - a principal tool used in this research constructing and analysis. In this study the focus is on a teacher's behavior as a caregiver of the children when interacting with three different pupils in one classroom.





# 3 Methodology

## 3.1 Introduction

This chapter illustrates the research methodology and procedures used in the study.

Developing the right approach to attain the study intentions is essential. At the same time, the researcher has to reflect on and take into consideration his or her personal background and biases that tend to have an impact on data collection procedures or on further analysis.

Therefore, the discussion will commence by clarifying the research design of the current study – philosophy basis, strategy of inquiry and researcher's views and attitudes towards the importance of the phenomenon of interest. The data collection procedures, issues about sampling, methods and instrument will be followed and finally, the validity and reliability matters of the study and its ethical considerations will be raised.

## 3.2 Research Approach and Design

The qualitative research paradigm is a means for exploring and understanding the particular social situation, the meaning individuals or groups give to a specific event, role, group or interaction (Creswell, 2009). This form of inquiry gives possibilities to the researcher to enter the participants' world and through different methods seek and make meanings of particular fields of interest. The intent of this master thesis is to focus on and bring out the positive interaction themes that teacher uses with pupils, and find the strengths teacher has to promote positive stance towards educational reforms and changing attitudes. Qualitative research characteristics allow the investigator to literally work on and personally be involved in the field work. Inductive analysis gave me the possibility to go back and forth in the study that was so educational and comprehensive for me. Also, the emergent nature, an interpretive stance, and a holistic account of the qualitative study make the whole process more engaging and interesting.

When thinking about the research design of the study, an important aspect to consider is the philosophical standpoint. Social constructivist worldview is the most applicable to the research questions of this study. The researcher's goal is to interpret, i.e. to make sense of the meanings that others have about the world. Individuals develop subjective meanings of the experiences, and these meanings are varied and multiple, that leads a researcher to look for

the complexity of views. Often these subjective meanings are formed through interaction with others and through cultural and historical norms that operate in individual's lives (Creswell, 2009). Constructivist research focuses its investigation on the study of individual cases by making thick verbal descriptions of what is observed. The researcher seeks at most the right words to represent the themes and patterns that were discovered in the data (Gall, Gall and Borg, 2007), so, analytic induction is used during the study period. Constructivist researcher recognizes that his/her own background shapes interpretation of the findings, so reflexivity is an integral part of such research.

Accordingly, it is important to explicitly identify the personal background, values, and biases as a researcher at the beginning of the study. My perceptions about the importance of positive interaction while teaching children, especially ones with special needs and the necessity of promoting and encouraging it in schools have been shaped by my personal experiences. From 2009 I have been working as a neuropsychologist in the Institute of Neurology and Neuropsychology with children with autism spectrum disorder and impressive speech disorder, where the importance of emotional and social aspects of interactions can not be overemphasized. I have worked in the regions of Georgia as a psychologist supervising the teachers while working individually with children with different disabilities. I have an experience training different teachers from different subcultures and backgrounds, particularly about the children with intellectual challenges. I am a Master student of Special Needs Education in the University of Oslo, Norway, where I have learned important theories and new perspectives about human development and learning, specifically ones that emphasize on the significance of social interactions and cultural context. As a student in this university I have seen, observed and acknowledged different methods that professors and lecturers used with us while leading the lecture. I believe that all these aforementioned aspects will enhance awareness, knowledge and skills to find and analyze the patterns of interaction and the challenges I will encounter during the study. Due to previous experiences working with teachers and supervising their work with children, and my perceptions of the current political and economic situation in the country, I bring certain biases to this study. These biases may shape the way I understand and collect the data, and the way I interpret it. I commence this study with the perspective that teachers, nowadays, are in a difficult and unfair situation, the government expecting from them much more than they know or have skills to do, because of the increasing amount of information spread throughout the world in the sphere of education and child development. However, I believe that teachers have unique gifts, skills and much

more contributions to child learning and development than we realize or acknowledge as every person individually and collectively (Whitney & Trosten-Bloom, 2003). I want to see their strengths and the way they try to communicate with pupils positively, that make children love that class and teacher.

This study will use a case study tradition. A case study is an in-depth study of one or several instances of a phenomenon in real-life contexts that reflects the perspectives of the participants involved in the phenomenon (Gall, Gall and Borg, 2007). This is an empirical inquiry that investigates a contemporary phenomenon in natural setting within its real-life context (Yin, 2009). The intent of this research design is to depict in depth the positive interaction themes between three teacher and pupil dyads, including the child with special educational needs in the preliminary grade of the regular school in Georgia - to illustrate how teacher demonstrates different themes of positive communication with children with different educational needs, and explore if there exists any difference or similarities in the ways the teacher uses the eight themes of positive communication in class towards the child with high and low academic achievements and with a child with special needs. Thus, the main purpose of the present study is a description of the phenomenon of interest through writing thick descriptions, and then by looking for the constructs, searching for themes, and/or relational patterns (Gall, Gall and Borg, 2007). One of the characteristics of the case study design is an attempt to illustrate truthfully the emic (participants'), as well as an etic (researcher's) viewpoint. The essence of such study is interpretation, because my, as a researcher's interpretive acts will give 'importance, order, and form' to the study (Peshkin, 2000, as cited in Gall, Gall and Borg, 2007, p.454).

The principal issue in selecting a case is the decision concerning what the researcher wants to say at the end of the study. There are no examinations of teacher-pupil interactions in elementary classes of Tbilisi schools, in which the emphasis are made on searching for positive themes and characteristics of teaching revealed during the interactions between teacher and specific pupils with different educational needs, accents to search how pupils construct their meaning of their immediate present with the help of a teacher during the lessons, but only from positive outlook. So, the following case study is an examination of just such a situation in Georgian context. Based on Yin's (2009) classification present study can be regarded as a single case study with embedded units of analysis: phenomenon of the study is the positive interaction characteristics between teacher-pupil dyads, case is the 3<sup>rd</sup> grade

classroom in a public school in Tbilisi, and the unit of analysis is the teacher-pupil dyad within three children sample: pupil with (a) high academic achievements, (b) low academic achievement, and (c) special educational needs in one classroom. The focus of the study is to reveal and shed light to the various types of positive interaction between teacher and pupils with different educational possibilities and needs on Georgian, mathematics and science lessons based on ICDP. According to Yin (2009), by incorporating subunits of analysis a more complex, or embedded design is developed. The subunits may often add significant opportunities for extensive analysis that enhance the insights into the single case. Still, the larger and holistic aspects of the case should be in focus too.

### **3.3 Process of Data Collection**

Several phases were undertaken to collect the data for the study, starting from September 2011 till the end of December of the same year. The first steps were directed to sampling procedures and efforts to obtain permission for the study.

#### **3.3.1 Purposeful Sampling**

Purposeful sampling logic was chosen to provide enough knowledge about the positive interaction patterns between teacher and pupils with different educational needs and possibilities. This approach gives the possibility to a researcher to select a case that is likely to be information-rich with respect to the purposes of the study (Patton, 1990, as cited in Gall, Gall and Borg, 2007).

The school which was purposefully selected for this study was the participant of the project “Introducing Inclusive Education in Public Schools for 10 Schools in Tbilisi” in 2008 that was financially and methodologically supported by the Norwegian government (Ministry of Education (a), n.d.). This implies that the school is now following the principles of inclusive education, has officially assigned pupils with special needs at school, has own special need teachers and provides possible services that are available in the country for the children with special needs at school.

A class teacher, who teaches in the 3<sup>rd</sup> grade, and three pupils with different educational needs in one classroom were purposefully selected, in order to get the rich information about the patterns of positive communication in the classroom and also, to find out the varieties of

communication according to children's needs and subject structure. So, considering the aims and purposes of the study, two strategies of purposeful sampling were chosen: (a) maximum variation sampling to illustrate the range of variation in the phenomenon to be studied, and (b) theory-based sampling to gain understanding of theoretical constructs manifested in particular settings (Gall, Gall and Borg, 2007).

Several criteria had to be taken into consideration when selecting teacher for the field work. Teacher had to be reputed as one of the most effective and caring teacher in the school. Special need teachers of the school were contacted in the process of identifying a teacher and a class. Having two options for observation, the researcher determined herself which class would be more appropriate to select for the study purposes. The chosen grade and class was suitable for observation because of several purposes:

- a. The child with special needs was attending this class;
- b. The selected teacher that was acknowledged as one of the best teachers in Tbilisi from the Ministry of Education and Science was teaching in this class;
- c. Teacher would better know each pupil after teaching and following them up for 3 years (teachers of preliminary classes teach almost every subject to children, these teachers are responsible for the whole class session and have more opportunities to follow-up children's socio-emotional, as well as cognitive development);
- d. Three-year educational process with one teacher would have formed special interaction and communication patterns between teacher and pupils, and
- e. Children are more used to the school environment at this time.

My focus points of observation are the 8 themes of resource-based communication and mediation approach that teacher reveals while interacting with three different pupils in class during the Georgian, mathematics and science lessons. Only the sequences of interaction within the field-notes in which the teachers tried to use the main principles of positive interaction were analyzed. The purpose of the study was to see the variance of positive interaction, while communicating with pupils with high and low academic achievements and with the pupil with special needs. The children were purposefully selected based on teacher's suggestions. However, during the descriptive stage of the observation I identified those three

children that were most suitable for the observational aims. The positive communication characteristics will be described from these three embedded units of analysis. Choosing the lessons of different structures and contents (mathematics and Georgian lessons that are more structured, while the lesson of science gives more creativity and freedom to teaching-learning situation) might enrich the findings in a way making it closer to natural settings and giving holistic picture of teacher-pupil interactions in different contexts.

### **3.4 Research Method**

Observation is the only method used in the present study for data collection. During an observation a researcher takes field notes on the behavior and activities of the individuals at the site (Creswell, 2009). Since the researcher has an interpretive stance and seeks to find out the local meanings of social actions that actors ascribe to it, direct observation of the participants in a natural setting is the best way to examine it (Gall, Gall and Borg, 2007). The possibilities that observation method offers to the researcher, such as researcher's first-hand experience with participants, covering events in real time, and encompassing context of the case, complements with the ways of answering the research questions of this study. Moreover, to perceive the complexity of the teacher-pupil interaction phenomenon in class, observation becomes the distinct tool for this. Observation in a qualitative study gives the opportunity to a researcher to reflect on and express his or her feelings and experiences about the observed phenomenon that is worth reporting (Gall, Gall and Borg, 2007) and that makes this method wider in scope – writing down reflective notes, together with the descriptive ones, the entire observational data and findings are brought in with a more realistic and holistic way to the reader. The researcher in this study adjusted the role of an observer-participant, as the researcher entered the classroom only to gather the data, and was interacting with the teacher and pupils randomly and indirectly while engaged in observation (Gall, Gall and Borg, 2007). The observation in classroom was mainly unstructured – all kinds of communication between teacher and three pupils were listened to, looked for and recorded, however knowledge about the eight themes for positive interaction were also shaping the observation.

### **3.5 Steps to Selected Observation**

For a novice observer it is natural to gradually develop the understanding of how to focus the field observations; to shift the focus from the general, descriptive stage of observation to the

selective one - a time for narrowing and deepening the focus of observation in order to fully comprehend the specific elements that have found out to be theoretically or empirically most essential in the study (Gall, Gall and Borg, 2007). Here is presented the shift across these stages while observing teacher communication with three pupils with different possibilities in the classroom.

### *Descriptive Stage*

As mentioned before, the descriptive stage of observation is general and unfocused in scope that creates a ground from which the observer can branch out in various directions. In this study the descriptive stage of observations involved four observational sessions of two Georgian lessons, mathematics and science. The aim of observation was to get familiarized with the teacher and specific children in class of interest to the observer, with using the observation method in class and to get general picture and impressions about the classroom communication between teacher and pupils of different educational needs.

### *Focused Stage*

According to Gall, Gall and Borg (2007), to move to the focused stage of observation is possible when the features of the phenomena of interest under study is identified by the observer and starts to shift attention to gathering deeper information about these aspects. The focused stage of observation in this study involved observations when three pupils were picked out from several others for the observation as they provided richer information while interacting with teacher, and when attention was directed towards teacher's ways of communicating with these children.

### *Selected Stage*

Selected stage of observation is the time of refining and deepening the observer's "understanding of the specific elements that have emerged as theoretically or empirically most essential" (Gall, Gall and Borg, 2007, p. 269) when the research questions have been defined. The efforts were directed towards "catching" and describing the occurred variations and expressions of the eight themes of positive communication between teacher and three pupils of different possibilities and educational needs. For getting thorough picture about the features of positive communication between teacher-pupil dyads, the eight guiding principles

of positive interaction were chosen as parameters that are illustrated below (the thorough description of eight principles will be presented in Chapter 4 – Presentation of Findings):

1. Teacher **demonstrates positive feelings** towards pupils while interacting in classroom by showing her love, care, and affection, perceiving them as unique persons with individual needs, wishes, temperament, skills, and possibilities, and by cooperating with them.
2. Teacher **adapts to the pupils** in classroom communication by adjusting her teaching or the way of behaving to their needs, interests, and initiatives, and acknowledges their individual ways of learning.
3. Teacher **talks to the pupils** while interacting in classroom by inviting them to take part in the dialogue, listening to their opinions and experiences, to make them personally involved in the lesson, by reciprocal exchange of thoughts, words and feelings.
4. Teacher **gives praise and acknowledgement to pupils** in the classroom communication when students make an effort to cooperate, follow the instructions, and/or accomplish the given tasks.
5. Teacher **helps pupils to focus their attention** by creating joint attention that is a prerequisite for communication and an expression of shared intentionality (Van der Aalsvort, 2010).
6. Teacher **gives meaning to the pupils' experience** by showing her personal involvement in the subject while teaching or interacting in any way, through expressing emotions, and feelings, that foster students' understanding that some things are more important than others, like values, norms and traditions.
7. Teacher **elaborates and explains** while interacting with pupils as to create for them a more holistic understanding of their surroundings and the world, tries to assist students in relating the content of their working on to other subjects and activities, helping them to develop and master insight (Rye, 2001).
8. Teacher **helps the pupil to achieve self-regulation** in the classroom communication by assisting them to adapt to the school environment through introducing class routines, demonstrating positive alternatives, understand the limits for what is nor permissible, and by assisting and guiding in their class activities.



### 3.6 Recording the Observations

The main working tool throughout the research process was field notebook. According to Norman Denzin (1989, as cited in Gall, Gall and Borg, 2007, p.279), to ensure the thorough and rich coverage of the phenomenon of interest, all observational notes “should contain explicit reference to the following elements: participants, interactions, routines, rituals, temporal elements, interpretations...”. Note taking in this study implies writing down as much as it is possible the thick descriptions of teacher-pupil interactions during the lessons of Mathematics, Georgian and science in one classroom. Despite the fact that there were 32 children in one class and I was observing teacher’s interaction with only three of them, the amount of time provided by the teacher for each child on the lessons gave sufficient information about interaction patterns of teacher-pupil dyads. From the viewpoint of Gall, Gall and Borg (2007) good field notes have specific characteristics: (1) they should be *descriptive* – covering all the verbal utterances of the observation participants, describing the physical setting, accounts of particular events and dialogue reconstructions, as well as *reflective* – including researcher’s personal account of the course of inquiry, reflections on different features of the research (about the methods of data collection and analysis, ethical dilemmas), “observer’s frame of mind, along with emerging interpretations”; (2) be specific and detailed and (3) have visual details when appropriate.

Observational protocol was used for the information recording while observing (Creswell, 2009). It was divided in two parts to separate from each other the descriptive and the reflective notes. The descriptive notes described verbal and non-verbal behaviors of communication between teacher and pupil with high and low academic achievement, and with pupil with special needs, the dialogue reconstruction in dyads and information about physical settings. During the descriptive and focused stages of observation the descriptive part itself was divided into 3 parts on the single page because of three dyads of interest (see Appendix 1). However, in the selected stage I preferred to record interaction between these dyads in one narrative. On the other hand, the reflective notes included researcher’s reflections, thinking narratives, experiences and perceptions, impressions, ideas, speculations, and feelings about occurring events in the classroom. The observational protocol included demographic information – date, time, and the observed subject. Information about general dynamics of

lessons was also recorded, different or special activities and teacher’s behavior that were regarded as a contribution to creating positive educational atmosphere for the whole class and individual children.

### 3.7 Procedures

#### 3.7.1 Gaining entry into the field work

Several procedures had to be completed in order to gain permission for conducting the study in the researcher’s hometown. Permission was applied for and gained from: Norwegian Data Service, the headmaster of selected school, selected teacher, parents of selected pupils, and from pupils themselves. All permissions were gained through the ways presented in Figure 1:

Norwegian Data Service	Headmaster	Teacher	Parents of the selected pupils	Pupils
- Application letter	- Meeting with the headmaster of the school  - Presentation of the study aims and purposes	- Meeting with the teacher  - Presentation of study aims and purposes  - Information letter and Consent Form	- Information letter and Consent Form	- Informal consent for taking part in the study voluntarily

Figure 1 - Steps for gaining entry into the field work

#### 3.7.2 Pilot Study

The pilot study was conducted in the middle of September 2011 in the preliminary grades of public school in Tbilisi. Gaining access in this school to attend different preliminary classes (2<sup>nd</sup> grade, 3<sup>rd</sup> grade, 4<sup>th</sup> grade, and 5<sup>th</sup> grade classes) was an easy job, because the observer was the former pupil of this school and her father was the headmaster of the school for several years before. Unfortunately, it was not possible to choose this school with a purposeful sampling, as the school has no pupils with special needs, who are officially recognized in school and have official individual educational plans.

The aim of the pilot study was to test and exercise in the instrument using for main study and get acquainted with the lesson structure, teacher-pupil interactions, to find out the known or unknown categories of positive communication, reflect on the recorded notes and to consider which subjects would be most appropriate to observe related to the communication between teacher and pupils in the classroom.

After the pilot study it was obvious that observing different subjects would be preferable for the study aims. The main subjects had to be Georgian language and mathematics, as they are taught almost every day, but the third subject had to be something less structured, free - to find if there are any difference in interactions between teacher and pupils according to this construct.

## **3.8 The Main Study**

The main data gathering began from the end of October to the mid of December 2011. During this period 24 observations were made altogether: Georgian lessons were recorded 11 times, mathematics – 9 times, science – 4 times, plus two observations for familiarization purposes. Each lesson continued 40 minutes. The decreasing number of subject observations is related to the subject distribution through the week: Georgian was held for 6 hours during the weekdays, mathematics for 5 hours and the science lessons were only on Mondays, Tuesdays and Fridays. In addition, teacher arranged 2 performances during the field work as part of her class work – in Georgian and Science, and the preparations for performances were done on these same lessons. Time interval buffers were considered during the field study. For research reliability the observational data was transcribed in English.

### **3.8.1 Actors and Setting**

After purposeful sampling procedures three children were selected: Ketevan, 8 year old girl with high academic achievement, 8-year-old Daniel – pupil with low academic achievement, and 9-year-old George with special educational needs. Ketevan is an average height, thin girl, always sitting in the second row with another girl, near the window. She is neatly dressed, has long hair. She is quiet child and does not express her emotions openly. Ketevan reads and writes fluently. Daniel is a new pupil in the class, he has moved from another school, and as teacher told to me ‘he is not open and has difficulty to express himself’. Daniel is small in

height, has blond hair and sits in the first row of the middle line. He tries to reveal his knowledge on different topics by standing from his desk and telling it to teacher. His reading is poor, often stumbles on words. George is an average height boy. He usually sits on different places in the front rows, however, mainly is sitting in the third row of the middle line. While observing it was shown that he loves to show his affection towards teacher, classmates, to me – he likes physically to touch people, hug, and kiss, and to verbally express his loving and caring attitudes. As special needs teachers told, George has intellectual challenges and his mental development is 2-3 years back to his chronological development.

Teacher Maia is 40-years old and is an average-height woman. She is a philologist, and had additional trainings in preliminary education. Till today she has a 6-year experience of teaching in the school. Maia has been acknowledged by the ministry of education as one of the best teachers in Tbilisi related to pupils' participation in the learning process. One of her other qualifications includes attending a summer school on inclusive education in schools. Maia is a mentor of the class I was observing. That means that she has additional responsibilities to the class, except of teaching to her pupils. She has to collaborate with other subject teachers, be a mediator in case of problematic situations between pupils, parents, and teachers. Mentor has to write a small description about each pupil's academic achievements, lesson attendance, and behavior analysis in the end of each academic year. She has to be a counselor for the pupils, helping them to better perform in school and explore their own interests, promote pupils creative or intellectual abilities (Ministry of Education and Science, 2010).

From the very first meeting with Maia, she was open for collaboration. She is active, dynamic woman entirely involved and engaged in her job. She adores children. It was expressed in her behaviors during the lessons and breaks by hugging them, or being interested in their activities. Every day, after finishing the lessons, she followed children to the entrance door of school and met their parents, smiling to them, telling what they did, or what they want to do, or giving comments to specific issues. During the breaks she was trying to read something new for the following lessons or print new activities for them. When I attended the lesson for familiarization, teacher brought a laptop and showed them Georgian animation that they already studied in their textbooks. During the observation period she arranged three classroom performances.

There are 32 children in her class. Classroom is large and the windows are looking on the street side. There are three columns of desks, and two children sit together in each row. Classroom has damaged walls; the paint is pale blue and white, scrapped off on many places. In front of the desks is a big blackboard. On the right side of the blackboard is a table and a shelf, where children's art works are exhibited: different characters made from cones and modeling clay, or different geometrical shapes made from colored papers. On the left side of the wall is a teacher's desk and shelves with books, that are brought by pupils and teacher, and pupils can take the books at home, read, and bring back. The other walls are covered with different posters and pictures of famous Georgian writers and their rhymes made by pupils for class performances throughout three years of studying in the school.

### **3.9 Validity and Reliability**

Validity and reliability concepts in the qualitative research imply distinct perspectives on providing and strengthening the rigor and quality of the study than in the quantitative research. According to Creswell (2009) qualitative validity is defined when the researcher checks for the accuracy of findings through different procedures from the beginning of the study to the end. As for the reliability of the qualitative study, the main focus is made on the consistency of researcher's approach across different researchers and projects (Gibbs, 2007, in Creswell, 2009). At the same time, Gall, Gall and Borg (2007) say that qualitative researchers generally "reserve selection of the criteria for determining the soundness of their research to themselves, depending on the topics, methods, audiences, and performers of the research" (p. 473).

I have used several strategies to enhance and provide the validity and reliability of the study, as well as to convince readers of the accuracy of findings (Creswell, 2009). As stated in 3.3.1, purposeful sampling procedures were taken into consideration, the observation sessions were held in natural settings, and for more quality research, observing was done on three different lesson contexts during a prolonged time with one-week time intervals. Taking field notes was the only instrument used in this study, so writing down rich and thick descriptions helped me to ensure less biased interpretations afterwards, and a good basis for the analysis part. In addition, reflective notes were inseparable part of the entire research period. Acknowledging and reflecting on the researcher's effects on the study is very important. Qualitative research is an interpretive research, so the observer typically is involved in sustained and intensive

experiences with participants that bring in a range of ethical and personal issues in the qualitative research process (Locke et al, 2007, in Creswell, 2009). I tried to explicitly identify and reflect on my biases, values, and personal background that may shape my interpretations during a study. Furthermore, it made me feel that I was the part of the research strengthening my interest and enthusiasm of the phenomenon I was studying. Another significant point for ensuring the quality of my study was category development for the analysis and interpretation part of the data findings. I have constructed them on the evidence-based theory and empirics. Still, I have to note that it was a very challenging task, as the categories had to be tailored to the culture and context where the study was held. Establishing good and effective field relations (Hitchcock & Hughes, 1989) were also a valuable factor. It helped me to capture the true nature of interactions, I had the opportunities to spend time with teacher during the break times discussing different topics and issues. I felt that children as well as teacher were feeling safe with me gradually.

### **3.10 Ethical Considerations**

In every research, especially the qualitative educational research, inquirers are likely to encounter individuals with a range of abilities and unique experiences that raises the ethical issues that should be carefully considered by the researcher. In this study main ethical rules for school-based research (Hitchcock and Hughes, 1989) were accomplished: to ensure the professional integrity, I tried to secure the purpose of the research to be feasible – that a relevant research design was established and an appropriate data collection methods were chosen; the aims and objectives, and the research methods were explained to the involved parties of the research: principle, special need teachers, targeted teacher, pupils of her class and their parents. Also, informed consents and information letters were distributed for starting the field work (see Appendix 2). I am aware that offering complete information about the research to the parents of the children who will take part in the study is crucial in securing informed consent and negotiating access to classroom events (Moyles, 2003). Anonymity and confidentiality issues are maintained – the names of the pupils are changed because of these issues. Participants of the research had the right to refuse to take part in the study in any period of entire field work. The morality of my decisions and actions during the study were determined by a caring attitude towards the participants of the research (Flinders, 1992, in Gall, Gall and Borg, 2007).

# 4 Presentation of Findings

## 4.1 Introduction

This chapter discusses the way the observational data was analyzed through showing the results in tables. As the observation was done on three different lessons almost for three weeks where every interaction between teacher and three individual children with different possibilities and educational needs was noted, it is not possible to display all the observation sessions here, as the amount of data is really high. Hence, only the information that is important and relevant for the study purposes will be laid out.

## 4.2 Observational Data

I have used the eight guiding themes of positive interaction from the ICDP program, as stated in the methodology chapter, to analyze and interpret classroom interaction between three teacher-pupil dyads in one classroom. It was necessary to develop observational scoring keys - develop several important sub-categories under each theme that would give a better understanding of the nuances of each positive interaction. The meaning of each theme and its subcategories, discussed here, are based on Rye's general descriptions of each principle that are adapted to school context, specifically to teacher-pupil interaction. Also, several subcategories are taken from Pnina Klein's observational instrument (OMI) (Nyborg, 2011). Leading the analysis in this manner is based on how I view the interaction - I tried to be more open in assigning teacher's actions to each theme and its subcategories, and not to have a mechanical division of natural flow of interaction between teacher and pupils of interest to me. At the same time I tried not to lose teacher's behaviors serving positive aims that were indirectly revealed in different actions, so the same sequences of interaction are put in several categories. Here is the overall summary of what kind of meaning I assigned to each theme and categories related to the research objectives.

## 4.2.1 ICDP Themes

### **Theme 1: Demonstrates positive feelings**

Teacher has to show that she is interested in students' as people, demonstrate that she cares for them, shows love and affection, and shows the will to cooperate with them that is one of the tools to bring child to his or her proximal zone of development. Careful listening, intense dialogue and *emotional support* sustain the cooperative construction of understanding (Mahn & John-Steiner, 2002). So, **theme 1** consists of following subcategories:

- a. By demonstrating care, love and affection towards the pupil, expressing verbally or nonverbally.
- b. By showing willingness to cooperate with the pupil

### **Theme 2: Adapts to the pupils**

Teacher has to adjust her teaching and interaction in a way were pupils' every initiative can be addressed and acknowledged, as well as their individual ways of learning as much as possible. In the center of the pedagogical process should be placed the personal interest of the pupil and all the artistry of the teacher should be oriented to direct and regulate this activity (Vygotsky, as cited in Carpay, n.d.). Teacher before and during the interaction addresses and acknowledges student's initiatives, responds to what pupil wants, or when he/she turns to her; is aware and respond's to pupil's wishes, feelings and actions. So, **theme 2** consists of subsequent sub-categories:

- a. By addressing and acknowledging pupil's initiatives
- b. By appreciating and recognizing pupil's individual ways of learning
- c. By encouraging pupil to take initiative

### **Theme 3: Talks to the pupil**

Teacher has to spend time on talking to children about the themes and topics they are interested in; invite them to take part in dialogues that they become personally involved. The way teacher describes or leads dialogues afterwards will be a part of meaningful interaction for students, so they will be more focused and concentrated on the issue and their experience.



This can be achieved by having rhythmical interaction through non-verbal language, and by reciprocal exchange of thoughts, words, and feelings. This kind of interaction helps develop the ability to share experiences, understanding, wishes and needs, and facilitating the course of communication both between teacher and student and in a group (Rye, 2001). So, **theme 3** comprises next sub-categories:

- a. By spending time on talking about the themes the pupil is interested in
- b. By inviting pupil/giving possibility to take part in the dialogues that child becomes personally involved on the content of the theme of lesson
- c. By giving pupil the possibility to take part in the lecture – share his/her opinions and experiences

#### **Theme 4: Give praise and acknowledgement**

Expressions of recognition or acceptance create an important foundation for development of child's self-confidence, abilities and social adjustment. Teacher has to acknowledge each effort of every child and/or the whole class, when pupils follow instructions and work to the best of their abilities. Teacher has to recognize students' affects that play significant role in their understanding and application of knowledge and then develop ways in which teachers can gain appreciation of their students' understandings and experiences of classroom activity and interaction (Mahn & John-Steiner, 2002). Students need teachers' guidance and reactions as a frame reference for their own behavior and to maintain their sense of security about teacher's acceptance and care, and by explaining why the praise is given. So, **theme 4** consists of following sub-categories:

- a. By expressing recognition or acceptance to pupil's efforts
- b. By giving relevant praise and recognition for the pupil's performance
- c. By giving relevant praise and recognition for the pupil's performance explaining why the praise is given

### **Theme 5: Help the students focus their attention**

Teacher has to try to get students' attention while teaching, consulting or working with them. Shared attention and mutuality in contact are prerequisites for communication to take place, thus, preparing child to be fully involved in the activity and become more receptive to what the teacher will talk about (Rye, 2001). Teacher has to think and select such kind of experiences that will interest child and will be tailored to his or her cultural background and make meaning to them. As stated by Van der Aalsvoort (2010) joint attention is the ability to share attention with others that leads to social competence. This skill is gradually developed based upon child and caregiver characteristics, and is the expression of shared intentionality, that 'enables them to participate in the cultural practices around them' (Tomasello and Carpenter, 2007, in Van der Aalsvoort, 2010). Teacher can focus child's behavior in different ways: by calling his/her name, engaging in the class activities, or emphasizing that she listens to a child, repeating child's statement, by giving direction where the pupil should focus his/her attention (for example, books, table, text), verbally and/or nonverbally. So, the subcategory of **theme 5** embodies all these behaviors in it:

- a. By using different ways to direct pupil's attention in order to engage in various activities

### **Theme 6: Give meaning to the students' experience (affecting)**

Teacher has to show her personal involvement in the subject, show her own understanding of the topic, how she evaluates various experiences by expressing feelings that encourage children to make greater meaning of the context, for example, saying the words such as 'interesting', 'exciting', 'difficult'. Teacher has to explain verbally what is experienced by students, talk about these things, highlighting the important aspects and values of different points in these activities (Programme for Parental Guidance, n.d.). By this process not only teacher's experiences and expressions are communicated, but also the cultural values are shared (Rye, 2001). So, the following subcategories have been identified under **theme 6**:

- a. By showing her personal involvement in the subject while teaching
- b. By verbally explaining what pupil is experiencing

### **Theme 7: Elaborate and explain (expanding)**

During the lesson, teacher has to try to assist students in relating the content of their working on to other subjects and activities; introduce children the world around them and step-by-step helping them develop and master insight. Based on these activity children form associations, achieve a more holistic “experience of reality” (Rye, 2001). Competency building and meaning making occurs when teacher explains, shows, and guides child in his or her activity and experience of the surrounding world. Development of associations, concepts, and insight into relationships at the physical and social-emotional levels does not occur spontaneously. Because higher cognitive abilities are inherently cultural and historical in origin, they do not arise naturally within every individual. Children are educated to think and reason, and specifically, to think and reason in ways that may differ across cultures (Pontecorvo & Sterponi, 2002). Thorough elaboration and explanation also inspires curiosity and development of motivation for learning, raise interest in exploring new paths, children learn that there is more to life than the immediate present and its surroundings (Johnsen, 2007). So, here are the subcategories of **theme 7**:

- a. By enriching and expanding pupil’s experiences beyond of what is necessary to the specific topic/subject.
- b. By defining and/or expanding the concept to pupil
- c. By creating associations/connections to past

### **Theme 8: Help the students achieve self-discipline (regulating)**

Teacher has to do her best to help students adapt to the school’s environment and activities by having class routines that provide child with an awareness of what will happen and allows him or her to adapt to what is expected, by having predictable attitudes and ways of reacting. Expectations that are based in experience, a growing ability to understand causal sequence relationships, and the ability to communicate with the surrounding are important factors for being able to predict and plan. Teacher has to guide children in class activities, demonstrate positive alternatives to the children and help them to develop strategies to get what they want, help them understand limits for what is not permissible, that encourages them to become more motivated in cooperating (Programme for Parental Guidance, n.d.). Uttering partly correct answers for achieving the final goal of the current activity, by modeling, demonstrating and

suggesting the ways for planning the activity, structuring his or her environment are also the part of regulation theme. Scaffold assistance within children's zone of proximal development are the basis for the gradual transfer of taking full responsibility from adult to child – by appropriating regulative communication earlier occurred in social dialogue, egocentric speech is internally verbalized, and only through the use of inner speech the child has achieved self-regulation (Sehic, Karlsdottir, & Gudmundsdottir, 2005). All these create basis “for being able to engage in targeted activity and problem-solving, as well as social and cultural adjustment, school and adult life” (Rye, 2001). Self-regulation fosters the ability to cope with greater challenges, because it involves arousal states, emotions, behavior, and as child grows, thinking skills (Shanker, 2012). The following sub-categories were classified under **theme 8**:

- a. By helping pupil to plan activities
- b. By helping pupil to achieve self-regulation
- c. By assisting pupil through questioning, and/or cued elicitations to get an answer/Scaffolding

### 4.3 Results

An analysis of each interaction between teacher and three pupils in the classroom was started by grouping together all the available information for each child separately. It was possible, afterwards, to define the segments of every interaction and assign specific codes in terms of the eight categories, main themes of positive interaction based on ICDP. Due to complexity of interactions, several codes were given to one segment of interaction in many cases. Later the same segments under the main categories were given another code for representing sub-categories that would give the researcher possibility to make an in-depth analysis of the function of each strategy used by teacher and, subsequently, to make comparisons about positive interaction pattern differences and similarities among those children that were specifically interesting to the researcher (see Tables 1-8).

In several cases selected interaction sequences comprise with positive, as well as not so positive statements or behavior from the teacher, however, only the positive ones are italicized and regarded as exemplifications of the relevant themes according to the aims of the research. In addition, some segments are big in size, that purposefully were not broken down

in smaller parts, as to give clearer and a more holistic picture to the readers why it was chosen as an assertion of concrete theme.

In the following sub-chapters specific examples and general summary of interaction segments between teacher and pupil with high academic achievements, pupil with low academic achievements, and pupil with special needs will be presented that can illustrate how the quality interaction was seen as the instances of each corresponding eight theme. Due to a great amount of data only several examples from each theme will be selected related to each child; however, more examples of positive interactions can be seen in the specific tables for each theme. Presented eight tables are related to one of the eight guiding themes for positive interaction presented in Chapter 4, under the Results sub-chapter. Each table presents selected sequences of positive interaction between teacher and pupil with high academic achievements, pupil with low academic achievements, and pupil with special educational needs of the corresponding theme. The initials (codes) on the top of the interaction sequence indicate the number of the theme (from 1 to 8), and its subcategory (A-C) that were illustrated in the same chapter in ICDP Themes.

#### 4.3.1 Demonstrating Positive Feelings

Showing love, care, and affection, by using positive physical contacts, sharing smile and laugh with children, verbally expressing her caring words, like ‘dear’, ‘my child’, or the will to cooperate with them was demonstrated when teacher interacted with Ketevan – child with high academic achievements, Daniel – with low academic achievements, and George – pupil with special needs during the lessons. Following three examples will serve as demonstrations for the first theme.

In the end of the mathematic lesson teacher asked the pupil - ‘*what did we have in small tests, Ketevan Khundadze?*’ referring to the additional test book, that the whole class had to discuss afterwards. Child replied, but the bell rang. Teacher said ‘*ok, dear, sit, thank you*’.

Or, on the lesson of science children were talking about the shadows, the experiments and observations they did. Daniel was extremely active and involved on this lesson. At one point when he was standing and tried to share his thoughts teacher went to Daniel’s desk and fondled him on his face. He sat down.

Showing love and care can be seen in this example too: When George came in the classroom, he was not feeling well. Teacher sat him on the chair, telling to him ‘*sit down, my happiness*’. George was quiet for the whole lesson.

Below are more examples of showing love and care to the pupils in the observed lessons:

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### Showing Positive Feelings Interaction Segments

#### *High Academic Achievements*

##### **1A**

C: Should I start or... *Teacher put her hand over her shoulder*, and then told her to start telling her story.

##### **1B**

In the end of the lesson teacher asked class if the tasks were over and pupils said no to the teacher. *Teacher rechecked it with Ketevan – ‘did we have?’* C: ‘yes’ T: read it.

#### *Low Academic Achievements*

##### **1A**

C: To be surprised T: ‘*Oh, you read from the book*’ and she smiled to him. Teacher wanted to make class guess the meaning of an old word that is not used often in Georgian that was written in the book.

##### **1A**

T: Daniel, *dear*, 40 is the whole partial.

#### *Special Educational Needs*

##### **1A**

George is standing at his desk, teacher came to his place – she was dividing the papers for the roles and *she fondled his head*. George touched his hand on her hand, looked at her with expecting and pleased eyes and smiled. He sat.

##### **1A**

T: *My George*, why aren’t you standing? He stood up.

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Table 1. Selected interaction patterns of showing positive feelings between teacher and three pupils

### 4.3.2 Adapting to the Pupils

Teacher practiced different ways to adapt to the pupils while interacting with them. When interacting with Ketevan she often followed her initiatives, and responded to her ideas or wishes. For example, Ketevan made a remark on what Daniel said – ‘*Teacher, in the book was written ‘I saw’* (and not ‘he sees’ as Daniel said), *the hunter was telling about himself in the story.*’ Teacher replied ‘*I see, but what Daniel wrote is also acceptable*’. The segments of interaction revealed her way of appreciating pupil’s individual way of learning too. Ketevan asked to the teacher if she could write down as a graph what should they do and not to care for the trees and forests, and teacher told her to act as she wished.

Teacher encouraged Daniel to take initiative, specifically, to continue reading his homework, even though he wrote a different one from what teacher has asked them - ‘*Who will read and Daniel will read his written task*’, said the teacher. Daniel: ‘*I have a different one*’, saying it slowly. Teacher referred to the class and then to Daniel saying it with enthusiasm ‘*he has different one, come on, read it!*’

Teacher tried to encourage George when he was expressing doubts about his abilities to perform the task, telling to him ‘*of course you will manage it*’, or ‘*draw it, you Can draw it*’. She also tried to respond to him when he was turning to her with different questions, or on different issues: ‘*Teacher, I did, teacher*’. Teacher was working with other children at the blackboard. But she looked at him and told, ‘*Good, I will come and see!*’ - ‘*Teacher, please come*’. - ‘*I am coming. Look I have also my red pen with me*’. George: ‘*Notebook*’ showing it to the teacher, even though she did not stand near him. Teacher: ‘*You have a new notebook? Wow!*’

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### Adapting to the Pupils Interaction Segments

#### *High Academic Achievements*

##### **2C**

T: Now we are listening to Ketevan and David. *Do you want to be a man who keeps his promises?*- teacher asked Ketevan. They had to make an interplay of the rhyme

##### **2A**

C: Teacher, you know what I thought, what opinions we have about the tree, everyone writes what should we do to care for the forest

T: *Ok* C: everyone to write down what should we do not to harm the forest and to save it. T: *okay, but only tell me this orally then*

#### *Low Academic Achievements*

##### **2B**

T: give me the moment [teacher referred to other pupils], ‘*I will help him*’ and she reads the task to him. Then asked him to do this task at the blackboard

##### **2A**

T: ‘*Can you tell me how we can do it in another way?*’ Daniel said with enthusiasm: ‘*Teacher, you have to add this to this...Aaa, no, you cannot.*’ T: ‘*let’s help*’. Little girl helped. *Teacher asked if he understood and the child nodded his head.* T: Good, Daniel.

#### *Special Educational Needs*

##### **2B**

C: teacher, teacher T: it’s wonderful, good, I am very happy; C: teacher I will work at home also T: *definitely* T: *are you tired? Have a rest* (It was the last lesson).

##### **2C**

C: I won’t have enough space, teacher (teacher gave the class a task to break the number into digits and write them in their notebooks) T: ‘*OF course you will manage it. You want to get 10 and write there,* start writing from the blackboard.’

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Table 2. Selected interaction patterns of adapting to the pupils between teacher and three pupils

### 4.3.3 Talking to the Pupils

During the lessons teacher was trying to talk to the pupils on the issues they were interested in or trying to involve them personally when constructing the dialogues.

On the science lesson children were rehearsing their roles for the future performance ‘Sun and Planets’. When Ketevan finished telling her part, she told to the teacher: *‘Teacher, I am a bit nervous and that’s why I said in the end such things’*. Ketevan being a narrator in the performance was telling the most words of the whole performance, at the same time, the complex ones, referring to scientific researches about the planets and achievements. So in the end she forgot the words. Teacher told to her: *‘Why are you nervous? This is a research. You have searched information about the planets and just share with us, tell to the parents what you have found. Don’t worry about anything’*.

Teacher tried to give Daniel the possibility to take part in the lesson so that child could be personally involved in the specific content – *‘Daniel, you said you have measured the biggest room in your house. Please, tell me the sizes of the sides’*.

Teacher talked with George in order to make him express his thoughts and experiences about working in the group. Teacher told him to sum up the lesson; who was the most active participant and what he thought about his group. George said that he liked it. Teacher attempted to make him more specific and asked: *‘What did you like in your group, what was interesting?’* George replied – *‘they counted these papers’*. In their group work children had to make a number from different sized papers of hundreds, tenths, and units.



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## Talking to the Pupils Interaction Segments

### *High Academic Achievements*

#### **3A**

C: Teacher, my grandma lives in Kakheti (eastern part of Georgia) and there were many fish that people were hunting

T: *yes, there are many fish in Kakheti...*

#### **3A**

C: Teacher, I am a bit nervous and that's why I said in the end such things [during this lesson children were rehearsing their parts and so did Ketevan, she is telling the most words and the most complex statements too, and in the end she forgot some words]. T: *Why are you nervous? This is a research, you have searched information about the planets and share with, tell to the parents. Don't worry about anything.*

### *Low Academic Achievements*

#### **3C**

C: Teacher, I want to tell you something

T: *Really? I am listening*

C: Teacher, sun lights go beyond some clothes, like the white ones, and in some, not

T: Good Daniel, see what an observation you did!

#### **3C**

C: Teacher, I will come the first! T: Come. Daniel is standing at the blackboard. T: *I am listening* C: I have a window and there is a tree outside that window and the shadow of that tree comes in the room... T: *...As it came into your place?* C: Yes, teacher, like an open and a tree... T: that means C: it moves T: *was it a little tree?* C: not little, but it was on the floor.

T: on the floor.

### *Special Educational Needs*

#### **3A**

C: teacher will you visit me at home? T: *invite me and I will come for the new year (she smiled).* C: I invite you now T: *Okay, but now we have a lesson.*

#### **3B**

T: *George, how your mum cares for you, in what she helps you?* C: she teaches me and helps me to do tasks, come here. T: *...How YOU care for your mum, in what you help her?* C: in what? T: Yes C: I help, we make Santa Claus together, decorate the New-Year tree together. One minute, my mom helps me to exercise in this (he stood and on the next desk put his hand on the book)

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Table 3. Selected interaction patterns of talking to the pupils between teacher and three pupils

### 4.3.4 Giving Praise and Acknowledgement

Praising children for the accomplishments, and acknowledging their efforts when doing tasks were a natural situation on the lessons for all selected pupils.

Here is an example of teacher praising Ketevan by explaining the reason for her behavior, when the pupil finished talking about her experiment on the science lesson – ‘*Good, thank you very much. Ketevan has presented her 3 day experiment, excellent!*’ Another way of recognizing child’s achievements was writing down the mark in the diary.

Teacher was using the same strategies with Daniel, praising him verbalizing why the praise was given, or just praising him for performed tasks. For instance, teacher asked pupils to tell her the number she wrote with the papers (teacher had papers that were different in shape and color and represented the hundreds, tenths, and units) on the blackboard and Daniel yelled 225. Teacher praised him ‘*excellent, Daniel!*’

The amount of using praise and expressing recognition was very high when interacting with George. Teacher often used words ‘good’, ‘excellent’, ‘wonderful’. In addition, there were cases when teacher praised the child himself - when she was checking his homework and saw that he had written a tale, told to him ‘*Oh, you are such a good boy, you wrote the tale!*’

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### **Giving Praise and Recognition Interaction Segments**

#### *High Academic Achievements*

##### **4B**

The teacher is checking Ketevan’s notebook; Ketevan shows her writings. Teacher said *excellent to her and wrote 10 points*. Salome looked at her neighbor and said with content – YES in English and showed to her friend with her fingers that she got 10.

##### **4B**

Ketevan is reading her story. T: *Wow, amazing, Wow. It is very good, fantastic.* Teacher is nodding her head while listening. “I would think myself as a useful thing” (teacher repeated child’s last words of the story), *Wonderful.*

#### *Low Academic Achievements*

##### **4C**

T: Daniel, give me.. He gave his notebook. Teacher checked and gave him back. T: *Oh Good, look how neatly and beautifully you worked.* If you write more neatly, you will make me happier.

##### **4C**

One child was at the blackboard, and she had difficulties in answering teacher’s questions and suddenly Daniel said: “Teacher, look here on my fingers!” and moved his fingers on top of the desk, where he showed two shadows

T: ‘*Children, today I write two 10 points to Daniel (she fondled him) because with his observation he found 2 shadows and he proved it now...Excellent!*’

#### *Special Educational Needs*

##### **4C**

Teacher asked to the class who had done the homework. George said, that he did it.

T: *very good!* George stood up, opened the notebook and showed to the teacher.

Teacher took his opened notebook and checked – ‘*Excellent, George, how well you*

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wrote it.'

#### 4B

T: 'So, what does the noun presents? What is this' – and she shows the book, C: 'A book', T: 'what is this, su..subject'. 'Who is this?' (pointing to his classmate) C: Tamar. T: What question should you ask? C: who? T: look, a dog, what question should we ask? – C: What? T: *Excellent, and the same time she fondles him on his head.*

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Table 4. Selected interaction patterns of giving praise and recognition between teacher and three pupils

### 4.3.5 Helping Pupils to Focus their Attentions

Directing pupils' attention is the main tool for continuing the current communication or for building a new one. This principle of positive interaction was practiced by the teacher on entire lessons.

Teacher tried to focus Ketevan's attention by mainly using statements like '*it's time to listen to you now, Girl*', or '*I am listening to you*'. Teacher also repeated pupil's statements when she was reading her homework, or discussed something on the lesson. This can be illustrated by this interaction sequence happening on the mathematics – Ketevan was at the blackboard saying that 702 were more than 600. Teacher repeated her words: '*702 are more than 600*' and then asked her to explain this.

As referred to Daniel teacher often gave him directions verbally and, mainly, nonverbally where he had to focus his attention in the book, or in the text. Teacher pointed with her finger to make him read from certain place in the textbook, or while asking questions in mathematics showing the examples of what they were talking about – '*Daniel, come, and calculate the sum of the sides.*' Daniel wrote only the addition of two sides of the rectangle drawn on the blackboard. Teacher said '*not these two sides. Look*' and pointed to all the sides of the geometrical shape with her hand.

Teacher used same strategies for focusing George's attention, but in addition, expressed verbally to him that he had to pay attention to her, or asking him to listen to her - . Teacher tried to concentrate him during the class activities by asking him following questions: '*You are also ready, aren't you?*', or '*George, tell me where you are, read it*' and George showed the place where he was reading, - '*Go on.*' Or by trying to make him interested in the activity – '*...And let's see what he wrote*' telling to him while reading the novel from the book to the class. George replied '*let's see*'.

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### Focusing and Shared Attention Interaction Segments

*High Academic Achievements*

5A

T: *'Girl, it's time to listen to you now'*

Child started to read her story.

5A

C: ... you should be a good performer.

T: *'You should be a good performer'* – teacher repeated the last words of her story

*Low Academic Achievements*

5A

Daniel, *can you read this example?* Daniel started to read. *Teacher pointed with the finger to read from that place.* Child is reading.

5A

T: Next task. *Daniel, read the next task. What was the next task?*

*Special Educational Needs*

5A

T: *tell me, what is it?* Teacher is showing a handmade triangle

C: Triangle (yelled happily)

T: *Triangle. George, pay attention to me* (child is writing something). How many tips have a triangle? C: three

5A

T: *'Let's stand up! Show me, show me how we are tired.'* And everyone said together the rhyme standing on their feet. T: *George, join us!*

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Table 5. Selected interaction patterns of focusing and shared attention between teacher and three pupils

#### 4.3.6 Giving Meaning to the pupils' experience (Affecting)

When looking thoroughly to the interaction segments between teacher and pupils related to giving meaning to their experience, several approaches were apparent in her way of behaving.

Teacher tried to encourage pupils to make greater meaning of the context by evaluating their behaviors through expressing what she felt. For example, on one of the lessons of Georgian, Ketevan read a story that she wrote and called it 'My Class'. She wrote what she thought about her class, that has wonderful friends and a wonderful teacher that she loved very much. After finishing reading that, teacher told to her – *'thank you very much and it was extremely warm, warm letter. Excellent!'*

Teacher regularly names what pupils are experiencing during performing certain tasks by expanding what pupil said in a more coherent way, or in a way of summing it up, or by assigning meaning to their behaviors. Following example can be a good illustration of this:

On Georgian lesson teacher asked pupils to write a free topic for the next lesson. They could choose to write about their eraser, or notebook, or a pencil – what they feel, and how they – the owners of these objects, pupils, care for them. During this discussion teacher went closer to Daniel’s desk and she took his book. Suddenly she found that the book had holes on the pages that could have done Daniel with his pen – *‘Oh, Daniel, it has holes on different pages. Ooh, look, how it hurts him, it looks like a Cyclope now (single-eyed Devi)’*, she said it in a sad tone. When she mentioned a word Cyclope, teacher took the book and peeped in the hole. Children laughed.

Teacher tried to make topics or activities more engaging and attractable by emphasizing on its important aspects and how she viewed them. On the lesson of science teacher asked George to prepare rhymes that were using the words that are related to planets and sun, however teacher was distributing to other pupils who would play roles of planets already divided parts from scenario. George became sad, he wanted teacher to give him the words also. Teacher told to him: *‘I gave you more serious task and I will be more glad if you accomplish it’*. After some time George put his head on his arms on the desk, other child told to the teacher that he was crying. Teacher stood up and while giving a paper to one of the pupils said loudly and with feeling of proud: *‘George has to prepare rhymes’* and then added *‘Who did not get the text, I need you for the 1st part, because the 1st part should be stronger than the second one!’* George was in the first part of the performance. Teacher often used the word ‘we’ when interacting trying to make herself part of the activities that pupils did.

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## Meaning Creating of Pupil's Experiences Interaction Segments

*High Academic Achievements*

**6A**

C: Teacher, I have learned it by heart T: *'You made me very happy'*.

**6A/B**

Child is reading her story and she named it as "the argument of dot and comma" (Child had to use the special linking words that created the development of the story and ending). T: huh- and smiled. Ketevan is reading. T: excellent, excellent, very good. *I am happy that you use already learned materials, and you did it amazingly (these children, these desks)... excellent, very good.*

*Low Academic Achievements*

**6B**

T: Good, Daniel, very good. *We put punctuation marks not to scatter the letters (repeated Daniel's words) and not to lose the meaning of the sentence. That's why we write.*

**6B**

C: Which season is there? Daniel asked a question to the pupil

T: *what season of the year is in the novel?*

*Special Educational Needs*

**6B**

T: *'Don't worry; you are a gentleman, so you should make concessions to her'*

**6B**

C: Notebook (child is showing his notebook to the teacher, even though she does not stand near him) T: *You have a new notebook? Wow...*

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Table 6. Selected interaction patterns of creating meaning of pupils' experiences between teacher and three pupils

### 4.3.7 Elaborating and Explaining (Expanding)

On every subject there were examples of elaboration and expansion of children's knowledge. It was obvious that questioning was the main strategy or method to get pupils understand or reinforce something they have learned earlier.

Teacher was trying to define and expand the concepts to the pupils - teacher was working with one of the students at the blackboard. He painted the open linear spline with several lines and measured each of them with the ruler. At that time Ketevan stood up and asked the teacher: *'But teacher, it is not a closed one...'* - *'even if it was a closed one, when we have a spline we call its sides 'a line segment'*, replied a teacher.

Teacher used different methods and activities to help pupils to better and thoroughly understand the topics or concepts they were working on. On mathematics teacher brought papers of different colors and shapes that represented hundreds, tenths, and units – and they

had to build the numbers from these papers. Or, on one of the lessons of science teacher planned a practical activity, took children in the yard of the school and asked them in pairs to count the length of the lines that were drawn on the ground with their footsteps. When they were back in the classroom teacher asked the pupils to name the numbers they got and the answers were different of course – some needed 16 steps, some 14 and so on. She also asked them to measure the length of their desks with their fingerbreadth, but first showed them her opened hand and said that it was the fingerbreadth, and began to count herself the length of her own table. Then she told Daniel to measure his desk and asked how many fingerbreadths he needed. Daniel replied four. Teacher also measured the length of his desk with the ruler and had 23,5 mm. Teacher used these activities to make them understand why the old measures of length were changed with modern measurements, finding out that people could not discover the real length or size of something they wanted to know. Teacher involved Daniel in a role play. He was a hyphen (the story was about the punctuation marks), and prompted him to express himself when others were telling their own parts. Daniel merrily started to draw the lines and papers by running and using his hands.

Teacher tried to make pupils bring out the examples to better understand the meaning of the concept. Teacher tried to expand child's knowledge by making them see or reason from child's own experience or existing surroundings. Next example will be a good explanation of this approach: teacher asked George to tell her what was included in living creatures. George answered – Sun. So, teacher repeated and asked him: 'living. Does the Sun breathe?' When he answered correctly, child began to list non-living creatures. Teacher listened to him and then told to him: '*Now, let's observe what is around us that are alive?*' – '*Me*', answered George. Teacher praised him and asked him to name other things too. Child showed her a pencil. Teacher asked – '*what is it called? But which one is this?*' – pointing on the pencil. George replied – '*non-living*' – '*Excellent*', teacher praised him again.

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## Elaboration and Explaining Interaction Segments

### *High Academic Achievements*

#### **7B**

T: *'let's make a sentence with this verb.'* C: *'Today canary birds wrestled.'*  
Teacher laughed (found it funny to hear) C: *Teacher, I have seen, my birds did so;*  
T: *yours (talking with a smile), but birds do not wrestle, birds qua....* C: *child*  
*could not end the word (quarrel – after some attempts another pupil said). (In*  
*Georgian the word that defines bird quarreling is not used so often, as the word*  
*quarrel is used when talking in the context of people)*

#### **7C**

Ketevan was reading two summaries from the text T: *and where is visible mother's*  
*care?* Child responded.

### *Low Academic Achievements*

#### **7C**

C: *Teacher, this is circumference*

T: *this is circumference and what kind of circumference it is?*

C: *round*

T: *So, what have we learned about it?*

C: *When we color it after that it will be a circle.*

#### **7B**

Daniel: *What is fur?* T: *What is fur?*

Other child said *hair. Teacher said than hair, that animals have, dogs for example.*

### *Special Educational Needs*

#### **7C**

T: *George, can you tell me what color is this?* He could not say. T: *'what loves*  
*rabbit?'* C: *'carrot'* T: *'and what color is the carrot?'* C: *orange* T: *Excellent*

#### **7B**

Teacher asked when they have to write a dot. After answering, teacher asked about  
the question mark: *'And the question mark?'* C: *when we...* T: *here is the example:*  
*George, how are you? You see the intonation is different?'* C: *because...* T: *because*  
*I asked you something*

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Table 7. Selected interaction patterns of elaboration and explaining between teacher and three pupils

### 4.3.8 Regulating Pupils Behaviors

As defined already in the ICDP themes, regulating involves children's moral and behavior development, as well as teaching self-control and planning (Christie & Doehlie, 2011). When analyzing the observation sessions, particular strategies of this theme, such as question asking, cued elicitation, showing positive alternatives, breaking down the task into smaller parts, assisting in reflective thinking skills, or giving situational limitations, were exposed by teacher when interacting with three pupils.



Teacher helped pupils to plan the activities, regulate the behavior to perform the tasks she gave by explanation and instruction giving. For example, teacher told Ketevan, pupil with high academic achievements, what she has to do and describe about the Sun system and planets, as she was assigned as the narrator of the future performance. Teacher also explained to her that because of her role, she had to do organizational work as well – to find out what other pupils learn and who is who as the participants.

Teacher was trying to challenge Daniel to perform tasks alone after teacher's support, at the same time breaking the task into smaller parts for him to make him comprehend how to solve the given task when necessary and trying to support him to get the child to the right answer. Following sequence of interaction between teacher and Daniel will serve as an illustration:

Teacher asked Daniel to come at the blackboard and to write  $400 + 4$ . Daniel wrote it.

Teacher: *'Great, now let's see how you will write it with papers'* (papers are different colors and sizes that represent hundreds – the big square ones, tenths – yellow thin and high ones, and units – smallest rectangles, orange ones. Teacher stuck them on the blackboard. She had already explained to the class what they represent). Daniel wrote 404 with the papers, teacher praised him and after asking him what each taken paper signified, asked: *'Now tell me how many partial units we have in 404? What should we pay attention to now...? The order of units, so how many is these (she pointed to the unit)? - '4' – 'But how many whole unit we have?'* And teacher circled 404. Child said with doubt 404. When teacher asked about the whole tenths in the same number, Daniel answered 0, so teacher asked him a leading question of what kind of unit was 0, whole or partial, and Daniel said that it was partial, but he repeated that in the 404, 0 was the whole tenths. Teacher told him that 40 was the whole tenth and told to him: *'Okay, now to have a better understanding that this is a whole unit, let's do this task'* – she wrote four separate hundreds and underneath each of them wrote ten tenths making him understand that in each hundred is ten tenths. After that she repeated her question to him in terms of how many whole tenths were in 400, and he said four. Teacher expanded his utterance, that four were the 40 tenths and asked him if he understood. Daniel said, yes. Teacher in order to be sure that he understood gave him another example and asked him to find out how many whole tenths were in 336. Child could not answer again, so teacher started together with Daniel to write the same number with papers, then asked him about partial units, tenths, and hundreds that Daniel responded correctly. In the end teacher asked him from how many units does the whole number consists of, he said 336. Teacher told him to write

what he said. Then asked from how many hundreds 300 consisted of. Child said: *'3 tent, un...'* – *'let's write down,  $300 = 100 + 100 + 100$ '* Child is writing. Teacher asked: *'so, how many hundreds are in here?'* Daniel said, *'3'* – *'and how many tenths?'* Daniel first said 1, then 0. So teacher asked him to write down again three hundreds and underneath 10 tenths – *'So, how many tenths are altogether?'* Daniel replied – 30.

When interacting with George, teacher used various themes from regulative dialogue more often with more emphasis on making him to read aloud or say aloud whatever he did during the performance, by question asking and giving cued elicitions to help him accomplish the tasks, and making him to think about his own behaviors. For example, teacher asked George to write on the blackboard the number 545. George wrote 5 and stopped. Teacher said *'for...'*, then asked: *'how do you write forty? Let's count on hands.'* George looked at fingers and they began to count with tens: 10, 20, 30, and 40. – *'So how is it written?'* Child wrote 40. – *'Excellent, read it'* – *'545'* – *'...plus 5'* and George wrote it. Then asked the teacher if he could write the answer, but teacher told him to talk about it first. They wrote an addition underneath. Child says: *'5 plus 5'* – *'What you write and what you have to remember in mind?'* – *'You write 0 and remember 1'* – *'Excellent! What will happen here – to add remembered 1 to 4?'* – *'5'* and he began to write but not in a correct place. Teacher told to him: *'but you know how to write, under units we write units, and what shall we do with this, we have to directly...'* – *'directly'* – *'put it down.'* And George wrote 5. Teacher asked him to show his 5 fingers: *'let's count – 10, 20, 30, 40, and 50'* – showing on his fingers – *'Look, we got 50, excellent!'* George sat down.

Teacher tried to motivate him to do the task independently, as seen in this example - George asked teacher to come to his desk and tell him what to write. Teacher told to him: *'then you are waiting for me to subtract 1 to 2? You can do it, so subtract then.'* George said, 1. – *'Then write it'* smiling to him at the same time, or showed to him how to get help, an appropriate ways of asking teacher, as an elder person, to help or to come.

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## Regulating Pupils' Behavior Interaction Segments

### *High Academic Achievements*

#### **8B**

C: teacher, teacher, teacher, can I read it T: *'Not yet, you have still time...'* (the class was working on the test)

#### **8B**

C: Teacher, I have one proverb T: one proverb... C: *'Child to excel his father is what the homeland prefers.'* T: *Good, but try to be thematic to everything.*

### *Low Academic Achievements*

#### **8B**

T: come on, Daniel. The pupil started to read the previous homework; he was absent the last day T: *'you know this was a task for the previous day. Let's read today and then we will read others.'*

#### **8B/C**

T: *Now you wrote the singular form of seeing, pose the question to the verb.* C: *'What is he doi...'* child began to think, and then continued: *'what did he do?'* T: is this the action of the verb or the condition? C: action T: now tell me the verb, that expresses the condition of the subject; C: sits T: *pose the question to it* C: what is he doing? T: *the question what is he doing expresses action or condition?* C: action T: *The boy is sitting* C: in what condition is the boy? T: In what condition, excellent, sit down.

### *Special Educational Needs*

#### **8C**

T: How much will be 3 tens?

Child yelled: 200 T: *'Count by your finger 2 hundreds – 100'* and George continued: 200, T: *then, what will be 2 hundreds?* C: 200.

#### **8B**

T: Why are you getting dressed? You did not like the lesson? *George, take your bag from the shoulders and return to the lesson. I understand that Grandma Dali came and you want to go, but we still have the lesson. Sit down.* Child sat.

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Table 8. Selected interaction patterns of regulating pupils' behavior between teacher and three pupils

## 4.4 Summary

The findings of positive teacher-pupil interaction characteristics from three perspectives were presented independently according to the eight guiding principles for positive interaction. Each theme was investigated in order to provide answers to the research problem (see 1.3). Data analysis was presented, first, as a narrative with specific examples occurring between teacher and three pupils during the lessons, and then followed by the tables of two other examples of interactions for each individual child.

It was interesting to see that teacher-pupil interactions from each theme shared similar patterns and characteristics for each child. For example, teacher demonstrated positive feelings to the pupils by saying caring words to them, tried to focus their attention with verbal statements, or helped them regulate their behaviors through articulating. At the same time, reading examples of positive interactions specific to individual child makes the nature of interaction pure and whole. The findings presented here will be discussed and interpreted in the next chapter.

# 5 Discussion, Conclusion and Recommendations

## 5.1 Introduction

The paramount aim of this research was to describe and depict positive interaction patterns from the resource-based communication and mediation approach between teacher and pupil with high academic achievements, pupil with low academic achievements, and pupil with special educational needs in one classroom. Subsequently, it was interesting to find out what the similarities and differences in the quality of interaction between teacher and these three pupils were. In the following sub-chapters the findings of the study will be discussed and interpreted in relation to the theoretical perspectives that were pointed out in Chapter 2, and the conclusions will be drawn. Afterwards, the limitations of the study will be stated followed by the study's applicability, and suggestions and implications for future research projects.

## 5.2 Discussion

The data findings of current research are identified as characteristics of each eight guiding theme from resource-based communication and mediation approach in the interaction of teacher-pupil dyads discussed earlier in Chapter 2, Theoretical Perspectives, and Chapter 4, Presentation of Findings. To describe the phenomenon of interest and pursue the aim of the study, the answers were generated from the research questions. The main question was to see *what characterizes the quality of interaction in three examples of teacher-pupil dyads in the third grade preliminary class in public school of Tbilisi?* To get a deeper understanding of the specific nature of teacher-pupil positive interactions, the similarities and differences in practiced interaction patterns were also looked for with regard to individual child.

The focus of discussion will be guided by the findings related to each theme, however, unified under the three main dialogues. As mentioned previously, emotionally-expressive dialogue is comprised from four guiding themes – teacher's way of showing positive feelings to the pupils, adapting to the pupils, talking to the pupils, and praising and recognition of pupils; The meaning creating and expanding dialogue is composed of focusing pupils' attention, giving meaning to pupils' experience, and elaborating and expanding; and the regulative

dialogue is linked with regulating pupils' behaviors, teaching them planning activities, self-control, and morality. Afterwards, the percentage distribution of each interaction sequence within each theme will be presented to summarize all the data regarding teacher's behavior towards three individual children in the classroom. Choosing such way of constructing meaning of the observed phenomenon is affected by the principal aim of the study – to bring out all the positive interaction examples that were practiced by the teacher with three pupils on different level of mastery and individual needs. As the interaction patterns of each theme are intertwined with each other, it was also more reasonable to show characteristics of positive communication with each child under three main dialogues.

It has to be mentioned that teacher's way of acting in concrete situations were not always positive while considering about creating a safe and comforting atmosphere for pupils. However, the ability to understand and manage these limitations is one side of wisdom (Egan, 2007). As stated earlier, only the positive and meaningful interaction sequences are brought to the light through this research project.

### **5.2.1 The Emotionally-Expressive Dialogue**

Teacher demonstrated positive feelings to each individual child while interacting with them on different lessons. There were different ways of expressing love – smiling, establishing eye-contact, or gently touching the child, embracing, saying caring words to them, willing to cooperate. The most important thing was that teacher showed it in a way that the children could appreciate and understand it. This type of interaction is in accordance with the findings related to teachers' perceptions of their interactions with pupils, where the elementary teachers declare that they have not only affection for students but, in some cases, even to love them (Nias, 1989; Hargreaves, 1994, as cited in Hargreaves, 2000). It was also remarkable to see that teacher's will to cooperate with the pupil was more observed with the pupil with high academic achievements making her explain how she did tasks, giving her possibilities to start the lesson with her own examples, or rechecking with her what they had for homework. This can be interpreted as teacher's strategy to use pupil's resources as being a model for other pupils in the class, as well as to help her enhance her self-confidence and thinking processes that are part of the regulative dialogue discussed later in this chapter. Demonstration of positive feelings to pupils creates a safe environment for them creating basis for constructing more sophisticated dialogs between them. All these behaviors are directly related to

enhancing the emotional bond between teacher and pupils (Rye, 2001). This is also in agreement with Maslow's motivational theory of human development stating that fulfilling the need of safety allows person, in this case a pupil, to strive for growth needs (Huitt, 2007). From Vygotsky's standpoint, the degree of complementarity is the key factor in the success of interaction between the participants (Mahn & John-Steiner, 2002), where emotional support, an appreciation of one another's cognitive, social and emotional development, and potential contribution are implied.

Adapting to the pupils was one of the most common principles for interaction used by the teacher. Based on the findings of this study, teacher adjusts to the individual child's conditions and states, and sees and follows their initiatives. Teacher's behaviors are in accordance with Vygotsky's assumptions that in the center of the pedagogical process teacher should place personal interest of the pupil and all her artistry should be oriented to direct and regulate this activity (Vygotsky, as cited in Carpay, n.d.). As shown in the findings of the study, teacher gave possibilities to the high achievement pupil to share her ideas, determine the topic of the lesson or its dynamics. Teacher addresses and follows her initiatives. Teacher was aware and responded to wishes and feelings, actions of the pupils with low academic achievements and special educational needs. That kind of actions are in line with Mercer's (1995, in Littleton, 2010) description of the aims of teacher's talks in the classroom – respond to what students say accomplished by confirmation or repetition of things of educational significance. By adjusting her teaching strategies and explanations teacher recognized their individual ways of learning. Teacher recognized pupils' expressed or hidden needs by simply commenting on their behaviors, or encouraging them to take initiatives. This is an important point in teacher-pupil interactions. It is vital to respond to the pupils' initiatives and to show that they are loved and cherished, so that they learn to trust people around them and open up to the world (Programme for Parental Guidance, n.d.).

Talking with the pupils is an essential part of meaningful interaction that gives children possibilities to share their own experiences to the class, understanding, wishes, and needs. Teacher created an environment where pupils could share their experiences freely, where she always let them finish their stories, and based on what she felt to be more important was thoroughly involved in creating a conversation with reciprocal exchange of thoughts, words, and feelings. Talking to pupils was different in regard to who initiated the talk, or what the content of the conversation was. Sometimes teacher would just listen to the pupils making

little comments about the expressed idea or experience, sometimes teacher initiated the talks, for example, with pupil with special needs that were related to his life outside the school. It bonds teacher-pupil relationships more making both members of the dyad open in interactions, and confident when sharing with their personal issues (Rye, 2001). Nevertheless, this theme was given the least priority from the teacher to use when interacting with pupils. Different results were found by Tekle (2004) and Pavlovic (2005). In their findings talking with pupils was ranked as one of the first themes used by the teachers in classroom talks. Such discrepancy could be explained by the different way of looking at the interactions. Their research focused on teachers' behavior towards the whole class, where in my case, with three individual children. Thus, there could have been more situations of teacher talking to the pupils in variety of ways. Additionally, the studies are done in diverse cultures, which define the dynamics and priorities of class activities. Despite that, talking to the pupils gives them awareness that there are people, in this case a teacher, who is interested in them as persons and spend some time to listening to them. On the other hand, it helps them develop their communication skills – attending skills, making them aware of other's feelings and perspectives.

Praising was an inseparable part of teacher's pedagogical working. Because of her personality traits, praising words were naturally expressed from her, they were genuine in most cases. She often fondled children, embraced them, as well as used nonverbal ways of praise and recognition. It has to be noted that teacher often used praising with the pupil with special needs and pupil with low academic achievements in order to encourage them on their way of problem-solving, or task completion. Using praising and recognition on a higher rate is in accordance with Tekle's (2004), and Pavlovic's findings (2005), where observed teachers used this theme most frequently as the second most practiced category. Giving praise and recognition to pupils' accomplishments, or the efforts that they put in completing the tasks within their zones of proximal development, is a step to another level of mastery. By frequent experience of success in the tasks pupils undertake, they gain feeling of competence, which is so important on their level of development, when they begin to value learning and the recognition of teachers and friends (Henson and Eller, 1999). This is in agreement with Eriksson's theory of development, when children in this age should positively resolve inevitable conflict characteristic for their ages and develop the value of competence through teacher's assistance (Henson and Eller, 1999). At this stage teacher has to provide opportunities for successful experiences by pupils. Assist pupils to set and work towards



realistic goals, and in the end give them positive feedback for their accomplishments. The importance of such attitude and high frequency usage from teacher's side is confirmed with Maslow's statement about creating feeling of belongingness and recognition (Mamukadze, 2010). It enhances child's self-esteem, raises their motivation and makes them aware of their accomplishments that gradually have to be converted into intrinsic rewards. Successful classroom experiences may increase children's self-concept, sense of competence that is necessary to shift on further developmental stage in life (Huitt, 2007).

Identifying through these observations that all three pupils were constantly interacting with the teacher expressing and freely sharing their own experiences, ideas, interests, or needs; expressed their love towards teacher verbally or in their writings are congruent with the teacher's efforts to create a comforting and safe atmosphere for the pupils, and that affective attunement has happened in their dyadic interactions (Christie & Doehlie, 2011).

### **5.2.2 The Meaning Creating and Expanding Dialogue**

Focusing pupils' attention was the most commonly used theme by the teacher when interacting with three pupils in the class. No matter what kind of needs pupils have on the specific lessons, it was found that teacher first tried to establish shared attention with them. The reason for prioritizing this theme in her interactions with pupils could be explained by the need for involving pupils in the activities, and for constructing the interaction. Thus, it was natural to see such results. Shared attention and mutuality in contact prepare children to be fully involved in the activity and become more receptive to what the teacher will talk about (Rye, 2001). When interacting with pupils with low academic achievement and special educational needs, teacher often assisted them nonverbally by showing where to direct their attention in the textbook or on the blackboard, or by telling them directly to pay attention to particular things. This is in agreement with Van der Aalsvort's (2010) report about the importance of joint attention. To bring child to common understanding of the surrounding events, teacher has to get pupils' attention at first. Joint attention, at the same time, is the antecedent of child's future social competence (Van der Aalsvort, 2010). Focusing as the dominating theme in interactions between teacher and three pupils in this study, are corresponding with Nyborg's (2011) research about mediational teaching in Norway's special education, where focusing together with expanding and regulating were mostly revealed from teachers in one-to-one teaching. The same evidence was found by Pavlovic (2005) in her

study about classroom interactions, were focusing was ranked as the first theme out of the eight used by the teachers in interactions with pupils.

As stated earlier, teacher has to use talk to construct a shared version of educational knowledge with the pupils. Education is not simply a matter of accumulating information, but also involves gradual development of new problem-solving skills and new ways of using language to make sense of experience (Littleton, 2010). So, the findings revealed that teacher, by showing her personal involvement in the subject, by sharing how she feels related to pupils' behaviors emphasized the importance of that activity and encouraged them to make greater meaning of the context (Rye, 2001). As the focus of observation was only interaction patterns between teacher and those three pupils, teacher's evaluations and affections about the curriculum or other general class activities could not be brought out in the frame of this research study. Nevertheless, teacher was explaining to the pupils what they were experiencing, talked about the things that happened during the break times or on other occasions, and highlighted on important aspects. Rye (2001) stated that teacher's expressions are communicated to pupils as adult's reaction and understanding to the particular experiences, and as what stands out as important and why, cultural values and traditions. Teacher was often paraphrasing children's utterances into more sophisticated ones, by that facilitating their communication. It is in accordance with Vygotsky's notion of zone of proximal development, where the adult challenges the child into exploring the unknown (Christie & Doehlie, 2011). It is in line with Brian Fay's (1996) reasoning too, stating that experiences partly are constituted by the interpretive assumptions a person brings to a particular situation, and though a pupil feels or experiences something, it does not mean that the child knows what he or she is feeling. So, knowing implies being able to identify, describe, and explain. The mind has to have a mediated knowledge of itself, that happens to be facilitated through teacher's language use. Teacher's behavior embodies Bruner's (2006) ideas about making sense of the surrounding world. He states that only through narratives – telling stories, listening to, and reading, our minds are shaped.

In order to see how teacher tried to mediate knowledge and understanding to the pupils, we had to see what the characteristics of elaborating and expanding theme were. Teacher used several strategies and teaching methods to guide pupils for cognitive and intellectual development. Teacher tried to expand pupils' understanding of the specific topic through thinking about the examples. Teacher referred to past experience for creating a whole

meaning for the pupils, insights into relationships. She used question asking in order to lead child to the development of associations that would made pupil with special needs understand and incorporate that the orange paper used in mathematics as an illustration of the number is the same color as the carrot, which rabbit loves to it. Henning Rye (2001) states that associations and insights development into relationships does not occur spontaneously, and so it is a caregiver's responsibility through showing, explaining, and guiding child in his or her activity and experience of the surrounding world to create meaning for the children. In addition, Vygotsky (1978a) wrote that teacher has to stimulate children's higher psychological functioning, and raise their motivation to learn to encourage pupils' deeper level of learning and higher performance. Concept definition was used only several times initiated by the pupils themselves. Elaboration and explanation was achieved by different activities that teacher introduced to pupils on mathematics and science lessons, especially in interaction with pupil with low academic achievements. These strategies are in accordance with Vygotsky's main message to teachers, that key to children's learning is their activity, and just telling them what they need to know is not sufficient (Henson & Eller, 1999). As seen in the findings teacher tries her best to involve pupils in learning activities and allowing them to get to the answers themselves. Also, in describing the function of teacher talks, Littleton (2010) emphasized on teacher's behaviors aimed to create feeling of continuity experienced by the pupils. Bruner too (as cited in Collings & Bielaczyc, 1999) sees teacher's responsibility in equipping students with models and procedural tool kits for perfecting their narrative skills, to assist them in using cultural tools of meaning making and reality construction that was the case with the observed teacher when interacting with three pupils in her class.

Subsequently, teacher was striving to activate the potential of children's cognitive development, assist them to get to the answers and not to transmit the answers directly, create the meaning of the surroundings and explore more.

### **5.2.3 The Regulative Dialogue**

Teacher's strategies aimed to support pupils' mastery of skills, and teach children self-control revealed in different ways. Scaffolding in terms of question asking, and engaging children through describing what they wrote or what they did in different activities were useful strategies in constructing interaction with pupil with special educational needs, and with pupils with low and high academic achievements. This is complementary with the teaching

strategies described by Moreno (2010) that articulation and modeling how to do things in interaction is the means for appropriating inner speech, whereas this latter is a universal tool for self-regulation (Berk, 1994; Winsler, 1994; Landau, 1993; as cited in Sehic, Karlsdottir, & Gudmundsdottir, 2005). Teacher is a mediator, outer planner and regulator for the pupils. With high academic achievement, regulation was more related to the ‘inhibiting’ the behavior when she was the first and others were writing. Teacher was herself articulating what the child did in the activities or posed questions to make child be aware of what he was doing with the pupil with low academic achievements. Teacher challenged him for doing more tasks where he could use all his capabilities. As Mercer (2002) pointed out it is teacher’s responsibility to use language techniques that create and maintain the inter-mental developmental zone. Teacher’s use of question-and-answer sequences were used not just to test knowledge, but also to guide the development of learners understanding. As for pupil with special needs, teacher used more strategies to regulate pupil’s behavior, using reflections, explaining to the child what is allowed and what is not allowed in the classroom, giving possibilities to co-regulate with peers, together with regulating child’s behavior regarding the academic part of the learning – prompting the first syllables of the words to read, giving suggestions how he could solve the tasks. All aforementioned methods are serving for children’s metacognitive, reflective thinking skills development (Shanker, 2012), as well as developing their moral understanding and responsibility. Teacher’s strategies are in accordance with the concept of self-regulation in ICDP - this means helping pupils learn how to plan step-by-step, and offering assistance when child needs (Christie & Doehlie, 2011). Modeling, articulation, reflection, assistance are those activities that teacher was fully using with three pupils, thus aiming to develop children’s inner speech, helping them to use language as a tool for self-regulation (Moreno, 2010). This is in line with Vygotsky (1975), Rogoff (2003), and Bruner (2005), who state that teacher has to create an environment, where pupils are introduced to full range of cultural tools, and through adult guidance and shared deeds interiorize them for regulating their behaviors, find common language and understanding, and construct the meaning of their reality.

#### **5.2.4 The Overall Analysis of Teacher-Pupil Interactions**

To have a clearer answer of the main question of the study it is reasonable to determine the general picture of the characteristics of teacher-pupil positive interactions in all three subjects, mathematics, Georgian, and science. The criterion used to identify the occurrence of quality

interaction was the distribution of scores within each category in terms of teacher’s positive behavior while interacting with specific child. The results are shown in Table 9.

<b>ICDP Themes</b>	<b>High Academic</b>	<b>Low Academic</b>	<b>Special Needs</b>	<b>Total</b>	<b>Percent %</b>
<i>Emotional Dialogue</i>					
Showing Positive Feelings	10	6	6	22	<b>5,39</b>
Adapting to the Pupil	17	12	26	55	<b>13,48</b>
Talking to the Pupil	8	3	9	20	<b>4,90</b>
Giving Praise and Acknowledgment	18	16	26	60	<b>14,71</b>
<i>Mediational Dialogue</i>					
Helping Pupil to Focus Attention	22	28	36	86	<b>21,08</b>
Giving Meaning to Pupil’s Experience	14	16	17	47	<b>11,52</b>
Elaboration and Expansion	7	17	10	34	<b>8,33</b>
<i>Regulative Dialogue</i>					
Regulating Pupil’s Behavior	10	26	48	84	<b>20,59</b>
<b>Total</b>	<b>106</b>	<b>124</b>	<b>178</b>	<b>408</b>	
<b>Percent %</b>	26	30	44	100	

Table 9. The frequency and percentage of observed positive interaction sequences for each theme between teacher and individual pupils

As seen in Table 9, all principles of positive interaction were revealed in teacher-pupil interaction with all pupils. The four main themes are revealed that were mostly used by the teacher with all children during the observation period. These are: *focusing* (21.08%), *self-regulation* (20.59%), *praise and recognition* (14.71%), and *adapting to the pupil* (13.48%). These were followed by the two themes from mediational dialogue: creating meaning of child’s experiences (11.52%) and elaboration and expanding (8.33%) that were practiced by the teacher during the lessons. Two themes from emotional dialogue – demonstrating positive feelings (5.39%) and talking to the child (4.90%) – were the least revealed categories in teacher-pupil interactions. These data findings are in line with the principles of ICDP in the sense that these guidelines for positive interaction are universal, naturally embedded in caregiver-child communication, and present in any culture (International Child Development Programme, 2009, p.4). As Rye (2001) stated it is mainly the intent, content, and meaning that are distinguishable in specific situations and social and cultural contexts. Also, using all principles of positive interaction during the interactions is frequently practiced by the teacher with pupil with low academic achievement, and with higher rate with pupil with special educational needs.

### 5.2.5 Dominating Themes and Dialogues

To get a complete picture of the complexity of interactions, and to find out the distinctive features of interaction between teacher and different pupils in the classroom, it is essential to demonstrate dominating themes with its main subcategories for each pupil that were revealed during the whole observational period. The criterion for describing the positive interaction sequences between teacher-pupil dyads was related to how all the scorings of each central theme was distributed in three different teaching contents. It is interesting what kind of variance exists in interaction between three pupils with different educational needs and possibilities. Table 10 will show the distribution and the sequence of the themes and dialogues across different subjects that were used by teacher while interacting with pupils, giving the interaction special and individualized characteristic.

<b>ICDP Themes</b>	<b>High Academic</b>	<b>Low Academic</b>	<b>Special Needs</b>	<b>Total</b>
<i>Emotional Dialogue</i>				
Showing Positive Feelings	10	6	6	22
Adapting to the Pupil	17	12	26	55
Talking to the Pupil	8	3	9	20
Giving Praise and Acknowledgment	18	16	26	60
<b>Percent %</b>	<b>33,76</b>	<b>23,57</b>	<b>42,68</b>	<b>100,00</b>
<i>Mediational Dialogue</i>				
Helping Pupil to Focus Attention	22	28	36	86
Giving Meaning to Pupil's Experience	14	16	17	47
Elaboration and Expansion	7	17	10	34
<b>Percent %</b>	<b>25,75</b>	<b>36,53</b>	<b>37,72</b>	<b>100,00</b>
<i>Regulative Dialogue</i>				
Regulating Pupil's Behavior	10	26	48	84
<b>Percent %</b>	<b>11,90</b>	<b>30,95</b>	<b>57,14</b>	<b>100,00</b>

Table 10. The percentage comparison of each dialogue between three teacher-pupil dyads

Teacher, with high frequency, uses all categories of positive interaction, except of demonstrating positive feelings, and elaboration and expanding, with pupil with special educational needs compared to other two students. As for pupils with high academic achievement and low academic achievement, the scores were distributed in the following sequence: teacher showed higher rate of using themes from emotional dialogue with pupil with high academic achievement, while the themes from mediational and regulation dialogue were used with higher frequency with pupil with low academic achievements. It has to be

reported that teacher uses more techniques to assist pupil with low achievements in developing concepts, associations and insights, than with other two pupils in the class, and teacher demonstrates positive feelings more to pupil with high academic achievements than with the other two. In addition, it is also apparent that the frequency of practicing the eight themes with individual child differs.

### **5.3 Summary**

The ultimate goal of the presented research is to represent and depict the good practices of teaching-learning processes with the focus on positive classroom interactions with pupils. Only through interaction it is possible to introduce children to the whole range of cultural tools and show how to use them effectively for constructing and creating the meaning of reality.

The principles, although presented here independently, are intertwined and mixed with each other in practice (Rye, 2001). Each principle has its own value for child's developmental purposes and, in general, serves to create a meaningful interaction with the pupils – a safe, loving, caring, explorative environment around them, 'within and towards a life in worth and dignity' (Johnsen, 2005). In addition, illustrated examples of positive interactions are purposefully selected from the big amount of data trying to embody teacher's strengths. As stated above, some sequences of interaction placed under one theme can be regarded as an expression of another theme, however, they are not repeated in this research to show more examples of every guiding principle.

### **5.4 Conclusion**

The purpose of this study was to show the positive interaction patterns - to describe the strengths of teacher in interaction with pupils with different needs for support and who are on different levels of mastery. Based on the findings of the research, following assumptions were concluded:

1. The main principles of positive interaction promoting quality teaching were shown in teacher's interaction with the individual child. Observed interactions between each teacher-pupil dyad showed that teacher tried to focus on the extended approach to education, fostering

positive emotional and social aspects of interaction, as well as taking responsibility of pedagogical guidance related to didactic aspects of teaching.

2. Also, the findings of this study suggest that teacher through care and communication promotes and creates an atmosphere in class where pupils with different educational needs and on distinct levels of mastery are equally welcomed.

3. Focusing pupils' attention (21.08%), regulating children's behaviors (20.59%), praising and acknowledging (14.71%), and adapting to the pupils (13.48%) are those categories that seemed to have an immediate importance for the teacher during all interactions with the pupils in the classroom. These themes can be interpreted as having mutual properties; these are the tools that are critical to positive interaction and successful teaching-learning situation. Teacher tried to involve pupils in meaningful and collaborative activities by helping them to focus and direct their attention on them. Only by having a shared experience of the surroundings it is possible to engage pupils in the activities and attain the target of these behaviors. Teacher tried to model thinking processes to the pupils, show and assist them how to accomplish different tasks, how to plan and how to regulate their behaviors that are indispensable for the pupils to gain mastery over their behaviors later. Praising and approving children's efforts and accomplishments can be seen as a prerequisite for their feeling of self-confidence and trust in their capacities to act. By relevant praising of the pupils' behaviors teacher gives them possibility to follow and evaluate their own performance in the future, stay motivated and strive to do better as the needs and difficulties of the tasks are rising. Finally, adapting to the pupils and following their lead shows to the pupils that teacher cares for them, and their ideas are important for her, thus enhancing their self-worth and sense of belonging to the class.

4. As the current study is a descriptive one aiming to illustrate all the examples of best teacher-pupil interactions, it is crucial to emphasize about other important characteristics of positive interactions manifested during the observation sessions. Teacher found it essential to create meaning of pupils' experiences by expressing her own feelings and thoughts about specific behaviors; facilitated communication; and tried to give pupils possibilities to share their ideas, feelings, and experiences regarding every aspect of their school or private life.

5. It has to be noted, however, that findings revealed a difference in percentage allocation of major dialogues of interaction towards each pupil. With pupil with high academic



achievements teacher mostly used themes from emotional dialogue – 33.76% from the total of positive interaction sequences; with low academic achievements – themes from mediational dialogue (36.53%), and with pupil with special educational needs – themes from regulative dialogue with 57.14% of total interaction.

6. Regarding each guiding principles of positive interaction with three pupils in the class, teacher tended to use every theme, except showing positive feelings and elaboration and expansion, with the pupil with special educational needs significantly on a higher rate compared to other two pupils. Teacher showed more willingness to cooperate with pupil with high academic achievements in class, and tried to reach intersubjectivity with the pupil with low academic achievement, using more elaboration and explanation when interacting with him.

7. Moreover, when looking deeper in the interaction patterns between teacher and individual child, following picture has composed: teacher regarded high academic achievement child as more independent learner giving her freedom to plan activities, determine the topic, and gave more responsibilities and duties in the class activities. Teacher tried to use her resources as a tool for other classmates in mediating knowledge. With pupil with low academic achievements teacher mostly tried to foster his contribution to the interaction, at the same time striving for establishing joint attention with him and then to elaborate and expand his understanding about different topics. Scaffolding with asking questions and making him to articulate about the activity was also an important part of their interaction. The interaction between teacher and pupil with special educational needs was characterized with more encouraging the use of his inner speech, reflection on his behaviors, and structuring his surroundings; scaffolding, in particular the use of cued elicitation (prompts and hints) to assist him in reading, or writing were also an integral part of their communication;

8. Thus, incorporating more categories from regulative dialogue in teaching is more promoted with pupils who have academic, as well as social-emotional challenges in the class. However, it can also be explained by the fact that pupil with low academic achievements was a new student in the class and was struggling on to be more open and confident on the lessons according to teacher's statement, and pupil with special educational needs had developmental challenges together with some problems in regulating behavior in the class. Anyway, these

children have more need to gain mastery over their behaviors, to move from regulation from others, i.e. teacher, to self-regulation – to develop their inner speech.

## 5.5 Limitations of the Study

Conducting a study, especially the qualitative one, having an emergent nature and striving to understand participants' meanings about the phenomenon of interest, might incline to certain limitations. Limitations of the present research are doubled, because of no early experience in doing qualitative studies, and gradual understanding of the principles and characteristics of such design. However, reflecting on the drawbacks, and trying to articulate them are definitely beneficial, as giving me, as the researcher an opportunity to develop and think about them in future studies. The specific limitations of this study are discussed below.

To fully appreciate three specific teacher-pupil interactions in the whole class the observation method was chosen. Still, listening to teacher's voice on how she perceives and describes positive interactions with each pupil could contribute to a better knowledge of the phenomenon of interest, and enrich the findings; I took field notes as a tool for observing the classroom interactions aiming to write as thick and rich descriptions as possible. Yet, using video recordings would make it possible to thoroughly analyze, and try to understand every single behavior of the targeted sample, hence, creating more accuracy to the study. However, being an inexperienced researcher, and because of the time limit assigned for the field work, I decided to concentrate on one method, to fully devote myself to the collection and analysis of the data from one source.

Another important contribution to determine the accuracy of the findings is member checking (Creswell, 2009). It was not possible to show the specific descriptions back to participants and see whether they feel the precision of the observation data. Other important aspect is giving no possibility to the readers of this thesis to recheck themselves all other demonstrated interaction sequences between teacher and three pupils. Considering these delimitations, and the aims of the study stated in chapter 1.3, I tried to depict the best examples of the eight themes of positive interaction patterns between teacher and each pupil both, in a narrative and table forms (see 4.3.1 – 4.3.8).

It has to be noted that some parts of descriptive notes were not so detailed after I began the analysis part of my thesis as I expected. Moreover, as the focus of observation was only

teacher's interaction with three specific students, many data was lost and could not be represented here as part of the research. I also think that this factor could have affected interaction flow and content between teacher and pupils I was interested in. Teacher's behaviors and instructions directed towards the whole class could have been used as wonderful examples of the eight themes of positive classroom interaction.

Not being able to clarify well enough to the teacher in the beginning of my field work what was my responsibility and her role during the observation sessions, were one of those things that could be regarded as another limitation of the study. Several times teacher told me during the breaks that she was sorry that the lesson I attended was not so 'good', that she could not show me what a live atmosphere is during the lessons in her class, because she spend much time to find out the reasons of conflict between the classmates happened earlier on that day. Still, I find it as a learning experience for me – to enhance my role in creating trusting and safe relationship with the people I work from the very beginning.

## **5.6 Applicability of the Study**

Applicability of the qualitative case study is defined as the extent to which the findings of the research are applicable to other cases or settings (Gall, Gall and Borg, 2007). According to Robert Stake (2005, as cited in Gall, Gall, and Borg, 2007), what we learn from the single case study depends on how the case is comparable to other cases we know.

The present research tried to describe and depict in depth the examples of positive interaction patterns between teacher and three specific students with different educational possibilities and needs in purposefully selected school in Georgia. Based on the purposes and objectives of the study stated earlier in Chapter 1 - Rationale of the Study, it is reasonable to think that the readers or the users of the case study can be the teachers, and other consumers of the research who would reflect on the context of the findings and on anticipation of action relevant to their situation and needs (Greenwood & Levin, 2005, as cited in Gall, Gall & Borg, 2007). Every person has an inner ability to love and care for others, so by presenting the positive practices of one teacher while interacting with three different pupils on the same lessons and accentuating on them, the users of the research will definitely find similarities in their ways of interaction, that would make more comprehensible for them the reasons of such actions. As Fay (1996) stated, knowledge consists not in the experience itself (teachers' interactions with

the individual children positively), but in grasping the sense of this experience, the meaning of it. So, by describing different sequences of interactions between teacher-pupil dyads, and making interpretations related to different perspectives, the consumers of the research will make a better understanding of this phenomenon.

Another way of looking at the applicability of the study is the “analytic” generalizability of the research suggested by Yin (Yin, 2009). In analytical generalization the researcher is striving to generalize particular results to some broader theory. In interaction with individual pupils teacher showed all the eight themes of positive interaction proposed by Henning Rye and Karsten Hundeide in the ICDP, that are replication of the findings of earlier researchers (Tekle, 2004; Pavlovic, 2007). It also gives us more understanding how the theoretical constructs, like care, mediation, and regulation were manifested in that particular settings.

## **5.7 Reflections and Suggestions**

Considering the findings and limitations of the given study, following implications are introduced for future researchers and possible actions:

It would be interesting to see the effect of time factor on the interaction dynamics of teacher-pupil dyads – to follow-up children’s learning and interiorization process, in what degree they have learned various aspects of self-regulation, and how they are caring for others - how well the tools of social behavior were transformed into instruments of child’s psychological organization.

Also, it would be impressive to find out the link between the subject structure and teacher’s interaction patterns with pupils with different educational needs and possibilities. In this research frame, it was not possible to analyze this factor, even though the interaction was observed in three different contexts – on Georgian, mathematics, and science lessons.

It was noted in the discussion part that the way teacher constructed interaction with pupils was often revealed when referring to the group of the pupils and not individuals in the class. Thus, observing and analyzing teacher’s every interaction with the pupils would clearly make a thorough picture of teacher’s strengths and abilities in directing teaching process based on a positive framework.

Creating categories for the observational analysis was a complex and hard task. After going deeper into the topic and better understanding the meaning I was looking for in the proposed eight themes for positive interaction, I still think that it needs a thorough reflection – how specific or how general the subcategories in each theme should be; what would be a better way to represent interaction patterns under each category. As stated earlier, one small interaction between teacher and pupil can be seen as having the properties of different themes or its subcategories that makes analysis part of the study more complex. Therefore, assistance from other more experienced or capable persons to clearly define created subcategories and/or recheck them would be beneficial for the research purposes.

This research project can be used as a foundation for action research for teachers ‘to promote greater self-knowledge, fulfillment, and professional awareness among practitioners’ (Gall, Gall, & Borg, 2007, p.599) about the eight themes of positive interaction with the pupils and about their role as caregivers.

Moreover, this study has been conducted in Georgian context. There is a lack of studies focusing on positive teacher-pupil interactions, teachers’ strengths and empowerment in Georgia. Hopefully this study can stimulate further research on teacher-pupil interactions in schools that would contribute to greater understanding of the needs and interests of the children in schools for assisting their development into agile, responsible, creative and constructive citizens (Johnsen, 2005).

And finally, these results may hopefully inspire the readers of the thesis to think about their roles as caregivers, and strive to expand their rich possibilities when interacting with each child as the means for creating a better environment for every child in their class.



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# Appendix 1

This is a sample of observation protocol used during the observation sessions, however here is presented one lesson of observation as an illustration. The protocol consists of: the demographic information, date of the observation, the subject that was observed and which lesson it was on that day; the column for general information about what is happening in the class, from the beginning to the end of the lesson; separate columns for writing down every interaction between teacher and pupil with high academic achievements, pupil with low academic achievements and pupil with special educational needs, and my own reflections (italicized) related to every occasion that was remarkable for me as a researcher.

Date: 2.11. 2011

Subject: Georgian (4th lesson)

General Information	High academic achievement	Low academic achievement	Special Needs
<p>Teacher came in the classroom. They have Georgian lesson now: “Let’s put feet together, let’s put shins together...” <i>(it is so cool to have such rhyme in Georgian too)</i> what do we have for the lesson?” They had to write topics on the papers. –“if someone does not have written it, write in the diary that you do not have a homework” –“you know <i>(letting them to</i></p>	<p>T: Ketevan C: Teacher, I called ‘My Class’.. T: Very good. C: teacher, and the rhyme? T: it is very good, read it. Ketevan is reading. T: Thank you very much and it was a very very warm letter. Excellent! C: Teacher, I was working for the</p>	<p>C: Teacher I can do this too T: Come on, read it (Daniel is reading earlier homework, he was absent on that day) T: you know, this is for yesterday. First let’s read today’s homework and later we will read this</p>	<p>George was feeling bad and was quiet for the whole lesson. Teacher sat George on the chair, telling to him: "Oh, my happiness, sit!"</p>

<p><i>evaluate themselves</i>) ...</p> <p>“if one element of knowledge tears up, we will not build the knowledge, children”.</p> <p>Teacher is hanging children’s writings on the wall and said to them: “I think all these makes us cheerful, warms our hearts!”...One child had written it in separate notebook, so teacher took a paper from the notebook to hang it on the wall. But added that she gave a bad example to them. <i>(It is good that she hung her story too)</i></p> <p>Now, let’s get back to our lesson.</p> <p>Children evaluate each other, and say why at the same time. Teacher told to one that they should not compare to each other. And then said what grade she gave to the pairs</p>	<p>whole night?</p> <p>T: For the whole night? Asked smiling</p>		
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<p>explaining the reasons for it.</p> <p>In the end she gave homework to the pupils.</p>			
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## Appendix 2

Below is an illustration of the information letters and consent forms for the principle of the purposefully selected school and teacher, and for the parents of the three pupils of interest to the research. The English versions of the following documents are presented for the research purposes. All these letters were in Georgian when given to the aforementioned persons.

### **Information sheet for the Principal/Teacher of the school**

#### **Information and Request for Consent to Use School Resources**

I am a master student at the Institute for Special Education in the University of Oslo and I am conducting my master's project in Autumn 2011 about positive interaction patterns between teacher and pupil dyads. My project intends to discover what interaction categories and principles teacher is using towards children with different abilities, including child with special needs, and if there exists any difference between the used assistance strategies from teacher with regard to different children. For collecting this data I will use a class as an example, where I will observe interaction during different lessons between teacher (who is respected in the school and is recognized as one of the most successful professional, who adores children) and three pupils with different abilities in her class – child with high academic achievements, child with low academic achievements and child with special needs. The purpose of the study is to describe the best example of teacher-pupils interaction in Georgian culture, and is free from evaluation component.

All data will be kept confidentially. The study has been reported to The Data Protection Official for Research, at the Norwegian Social Science Data Service.

If you do not mind to participate and contribute this study, please sign the consent form and give it back in enclosed envelope. The participation in this project is voluntary. All information will be made anonymous in the published material. You have right to refuse or withdraw from participation at any time and without any justification. It will not have any consequences for your relationship to the headmaster or your employer if you choose not to participate, or if you later choose to withdraw from the study.

The date for project completion is June 2012. All data will then be deleted. In case of questions please do not hesitate to ask me for more clarification. You can also contact my supervisor at the University of Oslo, Harald Martinsen, on e-mail: harald.martinsen@isp.uio.no or telephone: +4722858101

Master Student: Nino Margvelashvili

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### **Information sheet for Parents**

**Information and request for consent to observe your child's interaction between his/her teacher during different lessons to describe the positive interaction patterns in Georgian culture.**

I am a master student at the Institute for Special Education at the University of Oslo and I am conducting my master's project in Autumn 2011 about positive interaction patterns between teacher and pupil dyads. My project intends to discover what interaction categories and principles teacher is using towards children with different abilities, including child with special needs, and if there exists any difference between the used assistance strategies from teacher with regard to different children. For collecting this data I will use a class as an example, where I will observe interaction during different lessons between teacher (who is respected in the school and is recognized as one of the most successful professional, who adores children) and three pupils with different abilities in her class – child with high academic achievements, child with low academic achievements and child with special needs. The location of children that suits this project is based primarily on teacher's information and then on my personal observations concerning the aims of the research later. The purpose of the study is to describe the best example of teacher-pupils interaction in Georgian culture, and is free from evaluation component. It will refer to particular students differentiated by their academic achievements and it is about the way the interactions differ or are similar with different children from teacher's side, however, there is not a possibility that the child will be identifiable in the notes form observation and/or in the notes. I therefore ask for your consent for these activities. You have the right to see the observation guide I plan to use for collecting

data, so that you can see what kind of information will be registered regarding your son/daughter.

All data will be kept confidentially. The study has been reported to the Data Protection Official for Research, at the Norwegian Social Science Data Service.

If you do not mind to participate and contribute this study, please sign the consent form and give it back in enclosed envelope. The participation in this project is voluntary. All information will be made anonymous in the published material. You have right to refuse or withdraw from participation at any time and without any justification. It will not have any consequences for your child's relationship to the teacher, headmaster or school if he/she chooses not to participate, or if you later choose to withdraw from the study.

I ask you to consider about discussing your child's participation in the project with him/her if possible, and that relevant information about the project will be given in a way that he/she can understand.

The date for project completion is June 2012. All data will then be deleted. In case of questions please do not hesitate to ask me for more clarification. You can also contact my supervisor at the University of Oslo, Harald Martinsen, on e-mail: harald.martinsen@isp.uio.no or telephone: +4722858101

Master Student: Nino Margvelashvili

577 75 49 47

ninichk@yahoo.com

### **Consent form for the Principle of the school and Teacher**

#### CONSENT STATEMENT

*Project Title:* Positive interaction patterns between teacher-pupil dyads

*Purpose:* To discover and describe three examples of good quality interactions between distinct teacher-pupil dyads in Georgian school

*Project Supervisor:* Harald Martinsen

Department of Special Education

University of Oslo  
PO Box 1140 Blindern  
0318 Oslo

*Master Student:* Nino Margvelashvili

Department of Special Education  
University of Oslo  
20 Ateni str.  
0179 Tbilisi

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I hereby give my written consent that I am acknowledged with the aim and conditions of the following research project, received information about my rights, and I agree to participate in this study. Consent is voluntary and I am informed that I may withdraw from the study and obtain information about myself deleted.

Principal's /Teacher's Name:

Address:

Phone:

Location:

Date:

### **Consent form for the Parents**

#### CONSENT STATEMENT

I hereby give my written consent for my child's participation in the project.

I understand that this involves that personal information about my son/daughter with special needs can be written down during the researcher/students observation in the classroom. I know that I have the right to see what kind of information is being registered about him/her, if I contact the student.

I have considered talking to my son/daughter about the project and given relevant information that he/she can understand.

If you give consent to participate in the project, please sign this consent form and give it back in the enclosed envelope.

*Project Title:* Positive interaction patterns between teacher-pupil dyads

*Purpose:* To discover and describe three examples of good quality interactions between distinct teacher-pupil dyads in Georgian school

*Project Supervisor:* Harald Martinsen

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I agree to participate in this study. Consent is voluntary and I am informed that I may withdraw from the study and obtain information about myself deleted.

Parent's Name:

Address:

Phone:

Location:

Date: