Expert Teachers’ Interactive Cognition: an Analysis of Stimulated Recall Interviews

Abstract

The presented study focuses on the interactive cognition of expert teachers during their teaching. 16 foreign language teachers’ lessons were videotaped and the teachers were asked to reveal their interactive cognition through a stimulated recall interview. The verbal protocols were then analyzed in the light of argumentation analysis and the claims were subject to content analysis. The results showed that individual teachers varied greatly as regards their percentages of stimulated recall as well as other aspects of their interactive cognition, which supports the prototypical view of teacher expertise.

Keywords: interactive cognition, stimulated recall, pedagogical content knowledge, foreign language teaching

Introduction

In this paper we focus on the issue of expert teachers’ interactive cognition while teaching. The data were elicited from 16 expert teachers of foreign languages (English and German) at Czech lower-secondary schools using stimulated recall and analyzed in the light of argumentation analysis. Subsequently, content analysis was conducted, focusing mainly on pedagogical content knowledge.

The analyses were carried out within the research project “Expert teacher: the nature of expertise and determinants of professional development (in FLT perspective)”, whose aims include a theoretical and empirical investigation into the nature of expert foreign language teachers (Pišová et al., in preparation). As regards this