

**Classroom Interactions and the Construction of**

**Knowledge at School**

University of Lille, 6 and 7 October 2022

UMR 8163 STL - ULR 4354 CIREL

Since the early 2000s, research data have shown the fundamental place of language in the scaffolding of knowledge at school, regardless of the subjects concerned (Babault, 2015; Bigot et al., 2017; Gajo, 2007; Garcia-Debanc et al., 2009; Jaubert, 2007; Hache, 2019; Schneeberger & Vérin, 2009, Volteau & Rançon, 2015). Paradoxically, teachers are generally not trained to consider the different aspects of language activity in their subjects (Babault, 2018). At the same time, other research has shown that a significant proportion of the school population is weakened by an insufficient mastery of the fundamentals of the language of education, whether they are migrant pupils or pupils whose first language is the language of education (Klein, 2012; Mendonça Dias & Millon Faure, 2018).

These various studies highlight the need to reflect upon the linguistic aspects intertwined in the scaffolding of a subject. Within the language set, classroom interactions play a predominant role in learners' conceptualisation of knowledge (Filliettaz & Schubauer-Leoni, 2008; Munford & Zembal-Saul, 2002; Rivière, 2012; Silveira & Munford, 2020; Skovholt, 2017). However, classroom interactions in school subjects, other than modern foreign languages, are still insufficiently explored. It could be assumed that this is linked to their position at the intersection of several research fields. Thus, some relevant issues still need to be explored by further studies. We can ask ourselves the following questions : how do classroom interactions support the scaffolding of knowledge? What role does teacher discourse play in these interactions? Are classroom interactions characterised by specific features for each subject? How can students with very diverse profiles all benefit from these classroom interactions?

Furthermore, after two years of adapting classrooms to the conditions imposed by COVID, these questions also apply to distance classroom interaction situations. In response to time, location or sanitary constraints, distance learning tends to offer teachers numerous ways of developing their presence in distance interactions (Jézégou, 2010) so that they can maintain social and pedagogical interactions with their learners. However, due to multiple constraints, it is quite a difficult task to "tame the distance" (Jacquinot, 1993) in order to achieve fruitful exchanges in the service of learning. As a matter of fact, distance changes and minimises non-verbal communicative activities (Develotte et al., 2011) or collaboration between learners (Crinon et al., 2003; Connac, 2017) to the point of increasing the degree of heterogeneity between students.

We need a multi- and interdisciplinary perspective in order to answer these questions. We invite interactionists, specialists in discourse analysis, researchers in educational sciences and didacticians from all disciplines (mathematics, history, geography, science, etc.) to contribute to a cross-sectional view of classroom interactions by comparing their conceptual and methodological tools.

During this conference, we welcome papers from multidisciplinary work. Papers may also be rooted in a specific disciplinary field, while opening the debate based on different points of view.

The proposals for papers may be in one of the following areas:

**Axis 1: Classroom interactions and student heterogeneity**

This axis aims to highlight the diversity of student profiles in classroom interactions, whether in terms of the varying forms of student involvement in interactions (Havik and Westergård, 2019) or the taking into account of 'socially differentiated difficulties' (Bautier, 2006). We will also consider all forms of collective discursive and conceptual constructions emerging in classroom interactions.

**Axis 2: The teacher in classroom interactions**

The aim of this axis is to shed light on teaching itself by delivering analysis outcomes of fieldwork (corpus of interactions for example). We are interested in several dimensions :

* The teacher's discourse: do classroom interactions modify the teacher's discourse? What kind of work can be noted on reformulating concepts ?
* Teacher thinking during the interaction (Borg, 2003): what elements might influence "interactive thinking"?
* Teacher training: how are teachers trained in order to manage classroom interactions? What can be suggested in order to train teachers to interact / manage interactions? What can be developed in order to train teachers for classroom interactions ? (Zhang Waring & Chepkirui Creider, 2021)

**Axis 3: Interactions in the distance classroom**

This axis will allow us to question the place and the influences (positive or not) of digital tools on interactions between teachers and students, and between pupils themselves. Virtual classrooms via videoconferencing facilities (Peraya & Dumont, 2003) and Digital Working Environments (Genevois & Poyet, 2010) are just a few examples of the various devices available to teachers for remote teaching and interacting. Papers may also focus on distance learning in times of pandemic and its influence on the continuity or disruption of interactive dynamics observed in schools (Ifé, 2020; Caron et al., 2020).

The plenary talks will reflect the multidisciplinarity and interdisciplinarity which are at the core of this conference. The keynote speakers will be :

* Elisabeth Bautier, Université Paris 8
* Laurent Gajo, Université de Genève
* Karianne Skovholt, Universitetet i Sørøst-Norge
* Annie Jézégou, Université de Lille

This conference will result in the issuing of a special issue in a scientific journal.

**Key dates**

10 May 2022: submission of paper proposals

10 June 2022: reply from the scientific committee

15 June 2022: opening of registrations

6 and 7 October 2022: conference

**Languages of the conference**

French and English

**Modalities**

The conference will take place in the University of Lille, except if sanitary conditions do not allow it.

It will consist of plenary talks (40 minutes presentation + 20 minutes discussion) and papers (20 minutes presentation + 10 minutes discussion)

**Proposals for papers**

Proposals for papers must be submitted on the conference website by 10 May 2022 at the latest. They should not exceed 2500 characters (including spaces). They may be in French or in English.

**Registration**

Registration fees: 70 euros (including lunch on Thursday and Friday)

Students: 40 euros (including lunch on Thursday and Friday)

When registering, you may also register for the gala dinner on Thursday evening (price: 40 euros).

**Steering committee**

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**Organising committee**

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**Conference website**

<http://interact2022.sciencesconf.org>

**Contact**

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**Bibliography**

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