

Human Communicative Dialogic Practices in Content and Language-based Educational Interactions with Technology

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ABSTRACT Anthropology has paid close attention to linguistic interaction and foreign language learning. This study approaches the use of dialogic learning that has strong roots in anthropology, sociology and applied linguistics. Following earlier research on teaching content in English in different subjects of teacher training through dialogic interaction, this paper focuses on the specific use of digital technology as a support for analysis through teacher-instructor interaction, as a means of social interaction, and as the creation of self-designed materials for content language integrated learning. Data is obtained from group discussions using digital content. Results indicate that technology represents a shifting pedagogical paradigm to enhance interaction in the Zone of Proximal Development and promote learning content in English through self and peer reflection. The findings of this study may serve as a monitor for content and language integrated learning educators aiming to enhance principled communicative insightful teaching with technology.