Abstract: Given current imperatives for SLPs to develop contextually-responsive, population-based preventative/promotive interventions, this paper highlights the importance of science in advancing this practice. The argument made here is that to practice differently SLPs must also generate knowledge differently. Using classrooms as potential spaces for reaching the population of learners, and teachers to enhance communication, this exploration in South African classrooms was driven by an inclusive population interest i.e. which interventions have potential to benefit learners and teachers. In order to be contextually-responsive the research problem was defined collectively by teachers and learners. They identified everyday teacher-learner interactions during instruction as a significant part of their classroom communication challenge. In short, teachers spoke too much and learners did not participate. A critical research paradigm guided the study and therefore teacher-learner interaction was constructed as a collective, relational, linguistic, social-cultural and, importantly, a political process of joint making. The research set out to determine what SLPs can be perceived as teacher-learner interaction and how does it advance/impede communication in classrooms? Evidence was gathered from video-recorded data in nine classrooms (grades 4-7). The teacher-learner interactions were transcribed and independently verified. The video data and the transcriptions were viewed repeatedly by the research team during the data immersion process. Thereafter, each lesson was analysed using the Dialogic Inquiry Tool (Reznitskaya, 2012). The tool analyses the interactions in relation to authority, feedback, questions and meta-level reflections, explanation and justifications. In order to establish the impact of this intervention differences between communication behaviours typical of monologic and dialogic teacher-learner interactions. Importantly, it acknowledges the continuum between monologic and dialogic interactions and considers the transition behaviours. The main finding in this study was the dominance of teacher-controlled monologic interactions climaxing in/preceding questioning to get learners to say. The monologue was achieved by teachers’ maintaining authority through strict control of turn-taking, asking close-ended questions, limiting opportunities for explanation and questioning by learners and failing to connect learners’ ideas to each other. Learners succumbed to authority by obeying the rules for turn-taking and did not request further information. The pervasive nature of this limiting interaction pattern was observed across all classrooms. This finding is of concern the everyday classroom communication environment is counterproductive for learning. These socialisation interaction patterns have been described through powerful historical, cultural and political processes and therefore resistant to change. However, a further finding was that the occasional breaks in the monologic pattern signalled the potential for shifting towards dialogic teacher-learner. The breaks in monologue occurred when the teacher asked open-ended questions and requested clarification and explanations. The discussion focusses on how SLPs can optimise teacher-learner interactions through collaboration with key players in an education system. Furthermore, it considers the importance and potential impact of this preventative/promotive intervention as part of a battery of interventions. In concluding, the importance of research-practice partnerships in creating different practices is explored. In concluding, the importance of research-practice partnerships in creating different practices is explored. In conclusion, the importance of research-practice partnerships in creating different practices is explored.

Learning Outcomes: The participant will be able to: 1. Understand the structures of innovative software applications in learning difficulties; 2. Know the possibilities and the perspectives of the “Integrated Intelligent Learning Environment for Reading and Writing” project. 3. Know the alternative software solutions for the learning difficulties; 4. Understand the learning environment as the most essential element of the software systems for users with dyslexia/ dysorthographia.