

Classroom Discourse

The Language of Teaching and Learning

1982

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Classroom Discourse The Language Of Teaching And Learning:

Classroom Discourse Courtney B. Cazden, 1988 Readers will emerge from the book with a better understanding of the significance of quality teacher student talk and some of the most important research and researchers **Classroom Discourse** C. B. Cazden, 1998 **Classroom Discourse and the Space of Learning** Ference Marton, Amy B.M. Tsui, Pakey P.M. Chik, Po Yuk Ko, Mun Ling Lo, 2004-05-20 Classroom Discourse and the Space of Learning is about learning in schools and the central role of language in learning The investigations of learning it reports are based on two premises First whatever you are trying to learn there are certain necessary conditions for succeeding although you cannot be sure that learning will take place when those conditions are met you can be sure that no learning will occur if they are not The limits of what is possible to learn is what the authors call the space of learning Second language plays a central role in learning it does not merely convey meaning it also creates meaning The book explicates the necessary conditions for successful learning and employs investigations of classroom discourse data to demonstrate how the space of learning is linguistically constituted in the classroom Classroom Discourse and the Space of Learning makes the case that an understanding of how the space of learning is linguistically constituted in the classroom is best achieved through investigating classroom discourse and that finding out what the conditions are for successful learning and bringing them about should be the teacher's primary professional task Thus it is fundamentally important for teachers and student teachers to be given opportunities to observe different teachers teaching the same thing and to analyze and reflect on whether the classroom discourse in which they are engaged maximizes or minimizes the conditions for learning is both more culturally situated and more generalizable than many other studies of learning in schools Each case of classroom teaching clearly demonstrates how the specific language culture and pedagogy molds what is happening in the classroom yet at the same time it is possible to generalize from these culturally specific examples the necessary conditions that must be met for the development of any specific capability regardless of where the learning is taking place and what other conditions might be present and encompasses both theory and practice providing a detailed explication of the theory of learning underlying the analyses of classroom teaching reported along with close analyses of a number of authentic cases of classroom teaching driven by classroom discourse data which have practical relevance for teachers Intended for researchers and graduate students in education teacher educators and student teachers Classroom Discourse and the Space of Learning is practice and content oriented theoretical qualitative empirical and focused on language and links teaching and learning in significant new ways *The Handbook of Classroom Discourse and Interaction* Numa Markee, 2015-05-04 Offering an interdisciplinary approach The Handbook of Classroom Discourse and Interaction presents a series of contributions written by educators and applied linguists that explores the latest research methodologies and theories related to classroom language Organized to facilitate a critical understanding of how and why various research traditions differ and how they overlap theoretically and methodologically Discusses key issues

in the future development of research in critical areas of education and applied linguistics Provides empirically based analysis of classroom talk to illustrate theoretical claims and methodologies Includes multimodal transcripts an emerging trend in education and applied linguistics particularly in conversation analysis and sociocultural theory Researching Classroom Discourse Christopher J. Jenks, 2020-07-14 This practical guide to doing classroom discourse research provides a comprehensive overview of the research process Bringing together both discourse analysis and classroom discourse research this book helps readers to develop the analytic and rhetorical skills needed to conduct and write about the discourse of teaching and learning Offering step by step guidance each chapter is written so that readers can put the theoretical and methodological issues of classroom discourse analysis into practice while writing an academic paper Chapters are organized around three stages of research planning analyzing and understanding and reporting Reflective questions and discourse examples are used throughout the book to assist readers This book is essential reading for modules on classroom discourse or thesis writing and a key supplementary resource for research methods discourse analysis or language teaching and learning **Exploring Classroom Discourse** Steve Walsh, 2011-03-08 This book is about classroom discourse and looks particularly at the relationship between language interaction and learning **Investigating Classroom Discourse** Steve Walsh, 2006-04-18 Introducing language use and interaction as the basis of good teaching and learning this invaluable book equips teachers and researchers with the tools to analyze classroom discourse and move towards more effective instruction Presenting an overview of existing approaches to describing and analyzing classroom discourse Steve Walsh identifies the principal characteristics of classroom language in the contexts of second language classrooms primary and secondary classrooms and higher education settings A distinct feature of the book are the classroom recordings and reflective feedback interviews from a sample group of teachers that Walsh uses to put forward SETT Self Evaluation of Teacher Talk as a framework for examining discourse within the classroom This framework is used to identify different modes of discourse which are employed by teachers and students to increase awareness of the importance of interaction and to maximize learning opportunities This book will appeal to applied linguists teachers and researchers of TESOL as well as practitioners on MEd or taught doctorate programmes *Classroom Discourse Analysis* Betsy Rymes, 2015-12-07 This second edition of Classroom Discourse Analysis continues to make techniques widely used in the field of discourse analysis accessible to a broad audience and illustrates their practical application in the study of classroom talk ideal for upper level undergraduate and graduate students in discourse analysis applied linguistics and anthropology and education Grounded in a unique tripartite dimensional approach individual chapters investigate interactional resources that model forms of discourse analysis teachers may practice in their own classrooms while other chapters provide students with a thorough understanding of how to actually collect and analyse data The presence of a number of pedagogical features including activities and exercises and a comprehensive glossary help to enhance students understanding of these key tools in classroom discourse analysis research

Features new to this edition reflect current developments in the field including increased coverage of peer interaction in the classroom greater connecting analysis to curricular and policy mandates and standards based reform movements sample excerpts from actual student classroom discourse analysis assignments a new chapter on the repertoire approach an increasingly popular method of analysis of particular relevance to today's multilingual classrooms *Classroom Discourse and Teacher Development* Steve Walsh, 2013-05-20 This textbook shows how classroom discourse can be applied to develop and improve teaching Combining examples from everyday practice with theoretical approaches it provides a comprehensive account of current perspectives on classroom discourse

Discourse and language learning across L2 instructional settings, 2012-01-01 Studies on discourse and language learning originated in the field of general education and they focused on first language learning environments However since 1980s research on discourse and language learning broadened the scope of investigation to respond to second and foreign language environments Recently the emergence of new language learning contexts such as computer mediated communication multilingual settings or content and language integrated contexts requires further research that focuses on discourse and language learning From this perspective the present volume aims to broaden the scope of investigation in foreign language contexts by exploring discourse patterns in the classroom and examining the impact of factors such as gender explicitness of feedback or L1 use on language learning through discourse With that aim in mind this volume will bring together research that investigates discourse in various instructional settings namely those of primary secondary and university L2 learning environments content and language integrated contexts and other new language learning settings The number and variety of languages involved both as the first language e.g. English Finnish Basque Spanish Japanese French Italian Catalan as well as the target foreign language e.g. English French Italian Japanese Spanish makes the volume specially attractive Additionally the different approaches adopted by the researchers participating in this volume such as information processing sociocultural theory or conversation analysis widen the realm of investigation on discourse and language learning Finally the strength of the volume also lies in the range of educational settings primary secondary and tertiary education and the worldwide representation of contributors across seven different countries namely those of Spain France Austria Finland Germany Canada Australia and the United States The uniqueness of the volume is due to its eclectic and comprehensive nature in tackling instructional discourse Worldwide outstanding researchers like Julianne House Carme Muoz Ute Smit Tarja Nikula or Roy Lyster to quote but a few adopt different perspectives in this joint contribution that will certainly broaden the scope of research on language learners discourse

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