

Dialogic Teaching And The Study Of Classroom Talk

Unlocking the Power of Classroom Talk
Investigating Classroom Talk
Classroom Talk
Classroom Talk
Critical Theory and Classroom Talk
Towards Dialogic Teaching
Classroom Talk
Classroom Talk
Talking, Listening, and Teaching
Classroom Talk in Practice
Teachers' Experiences of Oracy
in Action
Investigating Classroom Talk
The Handbook of Classroom Discourse and
Interaction
Teachers' narratives of classroom talk
Exploring Talk in School
Exploring Classroom
Discourse
Researching Classroom Discourse
Exploring the Relationship Between Classroom Talk
and Cognitive Development in Primary Science Classrooms
Undertaking a Cognitive
Acceleration Through Science Education Intervention
Academic Conversations
The Handbook of
Classroom Discourse and Interaction
Exploring Teachers' Perceptions of Classroom Talk
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shana frazin and katy wischow passionately believe in the need to help students develop strong talk skills across the school day in every subject to prepare them for their academic lives and lives as active citizens outside of school using a unique cycle for talk that is similar to the writing process generating choosing developing acting and reflecting they name the predictable things we do most times we engage in a conversation and show us how we can teach into those parts shana and katy provide practical strategies for teaching four important purposes for talk that

exist both in the classroom and in the real world talking to build relationships talking to play with ideas talking to clarify analyze and argue talking to report they offer a clear description of each purpose the when and how to teach into those purposes and what to do when things go awry classroom video brings the content to life showing what the talk looks and sounds like in action

in this fully revised and extended edition tony edwards and david westgate continue to examine methods of investigation for use in classrooms and ways in which researchers and teachers may advance their knowledge of classroom talk they have taken the opportunity to add material on oracy and the importance of spoken language in the curriculum all research evidence and bibliographic material has been revised and updated this book should continue to be an important text for a new generation of students and researchers in language and linguistics social science and education studies

written for teachers this concise guide takes an evidence based approach to oracy classroom talk with practical advice on how to engage with and evaluate the ideas explored

a group of classroom teachers explore their various teaching experiences with discussion based on a 3 year project involving almost a hundred teachers this collection of work by special educators include ideas suggestions and strategies to make listening and speaking an effective part of learning

an application of young s habermasian critical theory of education to classroom communication problems of teachers in schools with a special focus on the question answer cycle and its educational role the book uses classroom transcripts extensively in the analysis

in times of curriculum change a book describing the importance of classroom talk and how talk shapes the learning encountered in lessons is both necessary and timely the role of talk is often overlooked as a key element of effective pedagogy this book will show how classroom practice unfolds in the dimensions of the language used in classrooms the activities encountered in classroom literacy learning and the relational arrangements for teaching and learning

this book summarises the theoretical principles behind talk in school and briefly maps the research tradition in this field it examines the evidence relating to a variety of forms of classroom talk including whole school culture and oracy classroom environments conducive to talk whole class teacher pupil talk and pupil pupil peer talk the final chapter explores up to date issues and influences relating to talk such as mastery learning informed by international comparisons firmly grounded in evidence and the latest thinking the book also offers practical advice for everyday implementation and evaluation of these principles evidence based teaching is fast becoming a new orthodoxy there are many strong voices including policy voices

advocating its adoption understanding the underlying principles allows you to better evaluate the benefits of different approaches to evidence based teaching and how they relate to your own school context

using examples from real classrooms this insightful book demonstrates how gathering and analyzing data about patterns in verbal and nonverbal classroom communication can boost the learning process

this thought provoking and highly informative book is a perfect handbook for teachers and school leaders interested in improving the quality of talk in their classrooms amy gaunt and alice stott directors at voice 21 and authors of transform teaching and learning through talk the oracy imperative for practising teachers it offers a guide to how to exercise sound professional judgement in selecting and sustaining strategies that place talk at the centre of teaching and learning so that all students benefit alan howe education consultant and associate with oracy cambridge purposeful classroom talk or oracy is increasingly recognised as fundamental for supporting both personal and academic development and for enhancing genuine participation in learning based on classroom observations and interviews this book offers an analysis of schools responses to improving the quality of both learning to talk and talking to learn the book explores classroom talk through the analysis and comparison of examples drawn from diverse schools and age groups across primary and secondary education settings alongside a wealth of practical strategies the book offers an insight into the realities of implementation helping teachers to make well informed judgments about developing classroom talk within their own schools this book features examples of lesson activities and resources accompanied by explanations and advice from practitioners vivid depictions of real classroom practice with comprehensive analysis linked to up to date research and theory questions and prompts to promote reflection on the reader s own context an emphasis on teachers professional judgement and informed implementation of oracy practices a holistic and accessible resource this book is aimed at experienced early career and student teachers as well as other education professionals rupert knight was a teacher in schools in london and nottingham he currently works at the university of nottingham uk on teacher education and other postgraduate courses rupert is the author of classroom talk and he continues to work closely with teachers to develop the use of spoken language in the classroom

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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

selected as an outstanding academic title by choice magazine january 2010 classroom talk by which children make sense of what their peers and teachers mean is the most important educational tool for guiding the development of understanding and for jointly constructing knowledge so what practical steps can teachers take to develop effective classroom interaction bringing together leading international researchers and drawing on the pioneering work of douglas barnes this book considers ways of improving classroom talk chapters cover classroom communication and managing social relations talk in science classrooms using critical conversations in studying literature exploratory talk and thinking skills talking to learn and learning to talk in the mathematics classroom the emerging pedagogy of the spoken word with an accessible blend of theory research and practice the book will be a valuable resource for teachers teacher trainers policy makers researchers and students

routledge introductions to applied linguistics consists of introductory level textbooks covering the core topics in applied linguistics designed for those entering postgraduate studies and language professionals returning to academic study the books take an innovative practice to theory approach with a back to front structure which takes the reader from real life problems and issues in the field then enters into a discussion of intervention and how to engage with these concerns the final section concludes by tying the practical issues to theoretical foundations additional features include tasks with commentaries a glossary of key terms and an annotated further reading section this book looks particularly at the relationship between language interaction and learning providing a comprehensive account of current perspectives on classroom discourse the book aims to promote a fuller understanding of interaction regarded as being central to effective teaching and introduces the concept of classroom interactional competence the case is made in this book for a need not only to describe classroom discourse but to ensure that teachers and learners develop the kind of interactional competence which will result in more engaged dynamic classrooms where learners are actively involved in the learning process this approach makes an invaluable resource for language teachers as well as

students of language and education and language acquisition within the field of applied linguistics

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

the focus of this exploratory systemic salomon 1991 study is to investigate the complex and inter dependent factors that can inhibit or promote the cognitive potential of classroom talk set within the specific context of year 3 students aged 7 8 years science classrooms undertaking the cognitive acceleration intervention known as let s think through science adey et al 2003 this study strives to obtain a holistic portrayal of the challenges and rewards of using talk for thinking by drawing upon researcher and participant perspectives during the main data collection phase three y3 classes were each visited four times over the academic year each of the 12 visits centred on a lesson observation of one of the specific cognitive acceleration activities and employed a variety of data sources these included semi structured field notes transcriptions of audio recordings of classroom talk teacher and student interviews and memo writing collectively these were used to reach a closer understanding of what lies behind the talk westgate hughes 1997 the evidence suggests that quality is not necessarily achieved through engaging in one certain kind of talk e g dialogic alexander 2004a but rather it is the product of several kinds of talk e g exposition recitation discussion and dialogic alexander 2004a where each type of talk is selected to meet a certain purpose e g establish a learning environment gather ideas generate conflict within particular phases of whole class and student group talk when these types of talk interact with and support each other effectively in one lesson they help to build towards a point in the classroom talk where the potential for thinking learning and development is at its greatest in this study these crucial but fleeting moments of whole class talk have been labelled as critical interactions

conversing with others has given insights to different perspectives helped build ideas and solve problems academic conversations push students to think and learn in lasting ways academic conversations are back and forth dialogues in which students focus on a topic and explore it by building challenging and negotiating relevant ideas in academic conversations classroom talk

that fosters critical thinking and content understandings authors jeff zwiers and marie crawford address the challenges teachers face when trying to bring thoughtful respectful and focused conversations into the classroom they identify five core communications skills needed to help students hold productive academic conversation across content areas elaborating and clarifying supporting ideas with evidence building on and or challenging ideas paraphrasing synthesizing this book shows teachers how to weave the cultivation of academic conversation skills and conversations into current teaching approaches more specifically it describes how to use conversations to build the following academic vocabulary and grammar critical thinking skills such as persuasion interpretation consideration of multiple perspectives evaluation and application literacy skills such as questioning predicting connecting to prior knowledge and summarizing an academic classroom environment brimming with respect for others ideas equity of voice engagement and mutual support the ideas in this book stem from many hours of classroom practice research and video analysis across grade levels and content areas readers will find numerous practical activities for working on each conversation skill crafting conversation worthy tasks and using conversations to teach and assess academic conversations offers an in depth approach to helping students develop into the future parents teachers and leaders who will collaborate to build a better world

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