

Language And Literacy Studying Discourse In Communities And Classrooms

Language and Literacy Discourse Analysis and the Study of Classroom Language and Literacy Events Discourse Analysis and the Study of Classroom Language and Literacy Events Discourse Analysis & the Study of Classroom Language & Literacy Events Social Linguistics and Literacies Investigating English Discourse An Introduction to Critical Discourse Analysis in Education Speaking, Reading, and Writing in Children With Language Learning Disabilities Multicultural Issues and Literacy Achievement Handbook of Reading Research Social Linguistics and Literacies Talking Texts An Introduction to Discourse Analysis On Discourse Analysis in Classrooms Scientific Discourse Multidisciplinary Perspectives on Literacy Research LITERACY TEACHING AND LEARNING: AN INTERNATIONAL JOURNAL OF EARLY READING AND WRITING Classroom Discourse Discourse, Dialogue and Technology Enhanced Learning Changing Views of Language in Education and the Implications for Literacy Research Eleanor Kutz David Bloome David Bloome James Paul Gee Ronald Carter Rebecca Rogers Katharine G. Butler Kathryn Au Michael L. Kamil James Gee Rosalind Horowitz James Paul Gee David Bloome David Ian Hanauer Courtney B. Cazden Rachel Pilkington Jenny Cook-Gumperz

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language and literacy introduces the study of language as discourse language as it is used by speakers and writers for authentic purposes

provides a microethnographic approach to the discourse analysis of classroom language and literacy events

the authors present a social linguistic social interactional approach to the discourse analysis of classroom language and literacy events building on recent theories in interactional sociolinguistics literary theory social anthropology critical discourse analysis and the new literacy studies they describe a microethnographic approach to discourse analysis that provides a reflexive and recursive research process that continually questions what counts as knowledge in and of the interactions among teachers and students the approach combines attention to how people use language and other systems of communication in constructing classroom events with attention to social cultural and political processes the focus of attention is on actual people acting and reacting to each other creating and recreating the worlds in which they live one contribution of the microethnographic approach is to highlight the conception of people as complex multi dimensional actors who together use what is given by culture language social and economic capital to create new meanings social relationships and possibilities and to recreate culture and language the approach presented by the authors does not separate methodological theoretical and epistemological issues instead they argue that research always involves a dialectical relationship among the object of the research the theoretical frameworks and methodologies driving the research and the situations within which the research is being conducted discourse analysis and the study of classroom language and literacy events a microethnographic perspective introduces key constructs and the intellectual and disciplinary foundations of the microethnographic approach addresses the use of this approach to gain insight into three often discussed issues in research on classroom literacy events classroom literacy events as cultural action the social construction of identity and power relations in and through classroom literacy events presents transcripts of classroom literacy events to illustrate how theoretical constructs the research issue the research site methods research techniques and previous studies of discourse analysis come together to constitute a discourse analysis and discusses the complexity of locating microethnographic discourse analysis studies within the field of literacy studies and within broader intellectual movements this volume is of broad interest and will be widely welcomed by scholars and students in the field language and literacy

studies educational researchers focusing on analysis of classroom discourse educational sociolinguists and sociologists and anthropologists focusing on face to face interaction and language use

covering contemporary social and cultural approaches to literacy this text helps bridge the disciplinary gap between the study of language and literacy and the study of social theory and critical pedagogy

first published in 1997 routledge is an imprint of taylor francis an informa company

accessible yet theoretically rich this landmark text introduces key concepts and issues in critical discourse analysis and situates these within the field of educational research the book invites readers to consider the theories and methods of three major traditions in critical discourse studies discourse analysis critical discourse analysis and multimodal discourse analysis through the empirical work of leading scholars in the field beyond providing a useful overview it contextualizes cda in a wide range of learning environments and identifies how cda can shed new insights on learning and social change detailed analytic procedures are included to demystify the process of conducting cda to invite conversations about issues of trustworthiness of interpretations and their value to educational contexts and to encourage researchers to build on the scholarship in critical discourse studies this edition features a new structure a touchstone chapter in each section by a recognized expert gee fairclough kress and a stronger international focus on both theories and methods new companion website with chapter extensions interviews bibliographies and resources for teaching critical discourse analysis

this work shows that being literate requires more than functional literacy the recognition of printed words as meaningful it requires the knowledge of how to use language as a tool for analysing synthesizing and integrating what is heard or read in order to arrive at new interpretations

this book is a sequel to the author's earlier volume entitled literacy instruction in multicultural settings in addition to extensive updating of earlier material this book extends the content coverage to include issues of power attitudes and systemic change through the application of discourse theory and critical theory in doing so however the author has tried to maintain the brevity stylistic clarity and classroom focus of the earlier volume key features of this important new book include teaching flexibility although written with the classroom needs of pre service teachers in mind theory and research are treated in sufficient depth to make the book suitable for graduate courses and for teacher study groups issues organization each chapter is

organized around familiar issues that characterize schools and classrooms with diverse student populations and explores these issues through new lenses that most teachers have not previously encountered social constructivist perspective critical theory discourse theory and historical perspective are introduced in order to sensitize readers to the need to recognize negative socially sustained patterns that hamper literacy achievement and replace them with positive patterns to this end each chapter asks students to maintain a running list of negative patterns along with alternative positive patterns

the handbook of reading research is the research handbook for the field each volume has come to define the field for the period of time it covers volume iv brings the field authoritatively and comprehensively up to date

this fully updated new edition engages with topics such as orality and literacy the history of literacy the uses and abuses of literacy in that history the analysis of language as cultural communication and social theories of mind and meaning among many other topics it represents the most current statement of a widely discussed and used theory about how language functions in society a theory initially developed in the first edition of the book and developed in this new edition in tandem with analytic techniques for the study of language and literacy in context with special reference to cross cultural issues in communities and schools built around a large number of specific examples this new edition reflects current debates across the world about education and educational reform the nature of language and communication and the role of sociocultural diversity in schools and society one of the core goals of this book from its first edition on has been to develop a new and more widely applicable vision of applied linguistics it will be of interest to researchers lecturers and students in education linguistics or any field that deals with language especially in social or cultural terms

this volume examines how oral and written language function in school learning and how oral texts can be successfully inter connected to the written texts that are used on a daily basis in schools rather than argue for the prominence of one over the other the goal is to help the reader gain a rich understanding of how both might work together to create a new discourse that ultimately creates new knowledge talking texts provides historical background for the study of talk and text presents examples of children s and adolescents natural conversations as analyzed by linguists addresses talk as it interfaces with domains of knowledge taught in schools to show how talk is related to and may be influenced by the structure language and activities of a specific discipline bringing together seminal lines of research to create a cohesive picture of discourse issues germane to classrooms and other learning settings this volume is an

essential resource for researchers graduate students classroom teachers and curriculum specialists across the fields of discourse studies literacy and english education composition studies language development sociolinguistics and applied linguistics

this bestselling textbook provides a comprehensive guide to conducting discourse analysis the book outlines gee s approach which involves examining how language is used in context to construct meaning identities relationships and social practices the theoretical framework is built around seven building tasks that language performs significance practices identities relationships politics connections and sign systems and knowledge gee introduces six tools of inquiry for analyzing these tasks situated meanings social languages figured worlds intertextuality discourses and conversations methodologically gee emphasizes the importance of context and the reciprocal relationship between language and context he discusses transcription outlines the components of an ideal discourse analysis and addresses issues of validity the book provides practical guidance on analyzing various aspects of language such as intonation units stanzas and the overall organization of oral and written texts gee uses interview data to demonstrate how identities and socially situated meanings are constructed through language this new edition is updated throughout with new examples and a new chapter on multimodal discourse analysis demonstrating how gee s approach can be applied to texts that combine language with other modes of communication like images or video overall the book equips readers with a robust toolkit for systematically analyzing discourse

this book in the ncrll collection provides an introductory discussion of discourse analysis of language and literacy events in classrooms the authors introduce approaches to discourse analysis in a way that redefines traditional topics and provokes the imagination of researchers for those who have limited knowledge of discourse analysis this book will help generate new questions about literacy events in classrooms for those familiar with this research perspective it will map diverse new approaches offers examples of classroom discourse with analyses that researchers and practitioners can use as the basis for pursuing their own analyses rob tierney dean faculty of education university of british columbia on discourse analysis provokes us to rethink discourse analytic approaches as generative tools that can open up new ways of seeing language and literacy events in classrooms the authors richly illustrate the complexity and potential of discourse analysis studies with cases that orient us to foreground the local with broader cultural historical and social relations in ways that make evident what it means to be human on discourse analysis provides a fresh approach to discourse analysis studies kris gutierrez university of california at los angeles

scientific discourse examines the nature of scientific inquiry in the primary school classroom to show how this interacts with early literacy through an examination of the texts used and produced by pupils studying science the author shows how what is at work in this context of scientific discourse is actually multiliteracy the teacher aids the pupils learning using different forms of literacy spread across the spoken word written text visual text and physical action the result of this diverse approach is a growth not only in scientific knowledge but basic literacy the book provides a theoretical introduction to developmental literacy theory current positions of science education and advanced theories of multiliteracy and genre theory the new theory of scientific discourse presented in this book will be of interest to researchers of applied linguistics discourse analysis and education

when courtney cazden wrote classroom discourse she provided such a cogent picture of what the research tells us about classroom language that the book quickly became a classic and shaped an entire field of study although other books since have addressed classroom language none has matched cazden s scope and vision now thirteen years later we ve witnessed such significant changes in social and intellectual life that the subject of classroom discourse is more important than ever so cazden has revisited her classic text and integrated current perspectives and research new features include a new rationale for the importance of student teacher talk the importance of oral as well as written communication skills in today s occupations and current conceptions of knowledge and the way it is acquired rich new examples of talk in k 12 classrooms math as well as language arts with transcriptions and analyses new findings from teacher researchers as well as university researchers new emphasis on achieving greater equity in what students learn new material on the kind of interactions computers offer new section on learning new forms of discourse as a significant educational goal for all students 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

discourse dialogue and technology enhanced learning is invaluable to all those wanting to explore how dialogic processes work and how we facilitate them dialogue is an important learning tool and it is by understanding how language affects us and how we use language to encourage empathise inquire argue and persuade that we come closer to understanding processes of change in ourselves and our society most researchers in education will find themselves interpreting some form of data in the form of words whether these words be explanations conversations narrations reflections debates or interviews and whether they are conducted through digital media or face to face discourse textual or spoken is therefore central to researching education each chapter focuses on the ways in which alternative levels of

discourse analysis provide tools for the researcher enabling insights into the way language works in learning teaching practice and wider society drawing on the author s own discount discourse analysis coding scheme and including a wide range of dialogue examples this book covers why dialogue the role of dialogue in education debate learning to argue and arguing to learn towards meaning making inquiry narrative and experience the role of the significant other facilitation scaffolding and mediation inclusion collaboration and community media mode and digital literacy researching voices and texts discourse dialogue and technology enhanced learning will be an essential resource for all students educators and educational researchers who have an interest in the role of discourse in educational contexts

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