

DISCOURSE ANALYSIS AND THE STUDY OF CLASSROOM LANGUAGE AND LITERACY EVENTS

A Microethnographic Perspective



David Bloome • Stephanie Power Carter
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Discourse Analysis And The Study Of Classroom Language And Literacy Events A Microethnographic Perspective

Raqib Chowdhury



Discourse Analysis And The Study Of Classroom Language And Literacy Events A Microethnographic Perspective:

Discourse Analysis and the Study of Classroom Language and Literacy Events David Bloome, Stephanie Power Carter, Beth Morton Christian, Sheila Otto, Nora Shuart-Faris, 2004-09-22 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 *Discourse Analysis & the Study of Classroom Language & Literacy Events* ,2008 *Discourse Analysis of Language and Literacy Events in Educational Settings* David Bloome, Stephanie Power-Carter, W. Douglas Baker, Maria Lucia Castanheira, Minjeong Kim, Lindsey W. Rowe, 2022-03-30 This book provides a comprehensive introduction to the use of microethnographic discourse analysis for researching theorizing and reconceptualizing the uses of language and literacy in educational settings The authors apply an ethnographic perspective to discourse analysis to emphasize how teachers and students use spoken and

written language to construct knowledge opportunities for learning and social relationships The authors demonstrate how microethnographic discourse analysis at different levels of scale can provide deeper understandings into the nuanced complex social interactions and relationships that exist in and across educational contexts including meaning making literacy practices power relations and the social construction of personhood Each chapter offers philosophically and theoretically grounded principles for using microethnographic discourse analysis and example cases that reflect the principles presented Ideal for researchers teacher educators and teachers this essential text on discourse analysis languaging and literacy provides a grounding to further examine critical questions challenging educators *Literacy Research Methodologies* Marla H. Mallette, Nell K. Duke, 2020-11-23 The definitive reference on literacy research methods this book serves as a key resource for researchers and as a text in graduate level courses Distinguished scholars clearly describe established and emerging methodologies discuss the types of questions and claims for which each is best suited identify standards of quality and present exemplary studies that illustrate the approaches at their best The book demonstrates how each mode of inquiry can yield unique insights into literacy learning and teaching and how the methods can work together to move the field forward

Research Methods and Methodologies in Education James Arthur, 2012-04-04 Using a variety of methodological approaches and research techniques in education this book provides students with the theoretical understandings practical knowledge and skills which they need to carry out independent research The editors bring together an array of international contributors all of whom identify key research methodologies data collection tools and analysis methods and focus on the direct comparisons between them The chapters cover the full range of methods and methodologies including internet research mixed methods research and the various modes of ethnographic research Online support materials include tips on how to use the book and links to useful websites societies and research organizations Theory and Methods for Sociocultural Research in Science and Engineering Education Gregory J. Kelly, Judith L. Green, 2018-12-17 Introducing original methods for integrating sociocultural and discourse studies into science and engineering education this book provides a much needed framework for how to conduct qualitative research in this field The three dimensions of learning identified in the Next Generation Science Standards NGSS create a need for research methods that examine the sociocultural components of science education With cutting edge studies and examples consistent with the NGSS this book offers comprehensive research methods for integrating discourse and sociocultural practices in science and engineering education and provides key tools for applying this framework for students pre service teachers scholars and researchers

Transformation and Empowerment through Education Raqib Chowdhury, 2018-11-19 Transformation and Empowerment through Education challenges the normalisation of Western discourses as the optimal choice for empowering education The book aims to reconstruct our relationship with education and employs contemporary theories in order to understand some of the most persistent phenomena in contemporary education and its role in our lives Written by

professionals with experience of a wide range of academic and institutional conventions and traditions and from diverse ethnocultural backgrounds this book effectively presents a global perspective on educational practices both inside and outside the classroom The range of topics covered includes equity access inclusivity social justice leadership and the internationalisation of teaching This book based on empirical studies using key methodologies is ideal for academics and postgraduate researchers interested in critical pedagogy educational studies and educational linguistics as well as educators and policymakers around the world

Interdisciplinary and Intercultural Programmes in Higher Education Judith L. Green, W. Douglas Baker, 2019-02-01 At the centre of this book is the exploration of how logic in use both leads to a particular understanding of the phenomena of interest such as opportunities for learning specific processes and shapes a particular view of what evidence counts in constructing claims The contributions brought together here invite readers to explore the processes involved in developing and studying educational innovations and to uncover the interdependent conceptual and epistemological actions processes and practices of instructors programme developers and students Taken together the book brings forward an argument related to the reflexive turn the understanding that researchers in the social sciences construct rather than find phenomena of interest Therefore this book creates the potential to examine not only the logic in use developed by different researchers but also to examine the complex nature of particular phenomena of interest to the researcher themselves This book was originally published as a special issue of *Pedagogies An Educational Journal*

On Discourse Analysis in Classrooms David Bloome, 2008-09-28 This book in the NCRL 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

Talking Texts Rosalind Horowitz, 2017-09-25 This volume examines how oral and written language function in school learning and how oral texts can be successfully interconnected 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

On Discourse Analysis in Classrooms

David Bloome, Stephanie Power Carter, Beth Morton Christian, Samara Madrid, Sheila Otto, Nora Shuart-Faris, Mandy Smith, 2008 This book in the NCRL 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 **Pragmatics** ,1991 **Negotiating Writing, Literature, and the New Literacies** J. David Gallagher, 2007 **Literacies Across Educational Contexts** Brian V. Street, 2005 International scholars and practitioners apply the principles of the New Literacy Studies which views literacy as a social practice to diverse educational contexts Sixteen case studies explore what it means for students of all ages to learn and teachers to teach across diverse contexts Provided by the publisher place like home a teacher education perspective on literacies across educational contexts Jennifer Rowsell and Dorothy Rajaratnam Deconstructing academic practices through self reflexive pedagogies Penny Jane Burke and Monika Hermerschmidt *Yearbook of the National Reading Conference* National Reading Conference (U.S.), 2006 **55th Yearbook of the National Reading Conference** ,2006 *The ... Yearbook of the National Reading Conference* National Reading Conference (U.S.). Annual Meeting, 2009 Linguistics and Language Behavior Abstracts ,2009 **Mathematizing, Identifying, and Autonomous Learning** Marcy Britta Wood, 2008 **The Oral-literate Connection** Diane Dewhurst Belcher, Alan Hirvela, 2008 The Oral Literate Connection Perspectives on L2 Speaking Writing and Other Media Interactions presents the most current insights from research and theory on the numerous ways in which L2 speaking and writing support and enhance each other Contributors to this collection not only report on recent research and theoretical developments but also on state of the art pedagogical practices linking oral skills and literacy Although research and theory are informed by practice throughout the text s four parts the thematic organization proceeds from more theoretical and research oriented issues to more classroom based perspectives Theory and research on the interaction between speaking and writing How speaking scaffolds writing How writing scaffolds speaking How technology bridges speaking and writing This volume offers readers both a compelling rationale for connecting speaking and writing in the L2 classroom and an informed means of making these connections A wide array of theoretical and classroom oriented

topics is offered ranging from sociocultural and second language acquisition theory to classroom concordancing and blogging
The book has a foreword by John M Swales and an Afterword by Paul Kei Matsuda

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