

Becoming a meaning maker: Talk and interaction in the dialogic classroom

Christine Edwards-Groves & Christina Davidson

This book is the result of a year-long research project, *Researching dialogic pedagogies for literacy learning across the primary years*. The project was funded and supported by the Primary English Teaching Association Australia (PETAA) through their initiative, the *PETAA Research Grant (PRG)*, and first awarded in 2015/16.

The book aims to provide core understandings that allow educators to say definitive things about talk and interaction in classrooms so as to bring about changes to their practices.

Listening and speaking are acknowledged as being central for the development of language and literacy and necessary for supporting reading and writing development (and the teaching and learning of it) in schools.

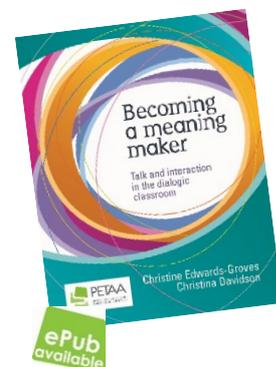
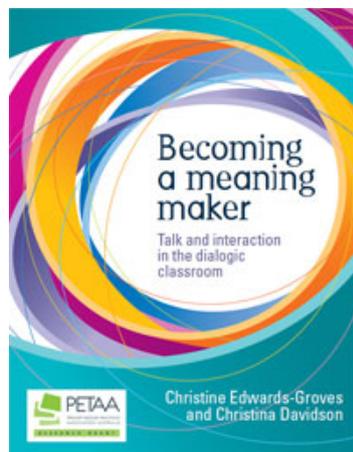
This work connects to the *Australian Curriculum: English*, not because the book is about the English curriculum, but because this is the document that guides teachers in their thinking and decision making about the development of talk and interaction and the direction of pedagogies that support their students' learning across the grades.

Each chapter features:

- *Lesson transcripts* that are provided as explanatory technologies and the authors recommend readers refer to and use the detailed transcription chapter (Chapter 2) as a resource and guide for reading and understanding the transcripts provided.
- *Key word boxes* that identify some central terms introduced in the chapter
- *Key points sections* which summarise the main points made in each section
- *Learning activities* which engage the reader in a range of relevant tasks designed to further develop understanding of the specific chapter focus.

In addition, an Appendix presents classroom strategies for making talk.

The authors/researchers want the book to speak to pre-service teachers and teacher educators; literacy educators who seek to go beyond recipes for literacy learning; experienced teachers who question their classroom literacy practices; and to those particularly interested in the forgotten oral language aspect of literacy.



Extent: 196 pages (PET 114)

978-1-925132-37-3

Book

RRP(Book): \$44.95

Members: \$29.25

978-1-925132-38-0

ePub

RRP (ePub): \$29.25

Members: \$19.00

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Dr Christine Edwards-Groves is Associate Professor (Literacy) at Charles Sturt University, Wagga Wagga. Christine is Australian coordinator of the International Pedagogy, Education and Praxis research network (PEP). She is co-chair of the Global Assembly for Knowledge Mobilisation and Democracy. Her current research involves understanding classroom interaction, multimodal literacy practices and pedagogies, and teacher professional learning through action research. She is co-author of two recent publications; *Understanding Education: history, politics and practice* (Springer 2017) and *Classroom Talk: Understanding dialogue, pedagogy and practice* (PETAA 2014), and co-editor of *Practice Theory Perspectives on Pedagogy and Education: Praxis, diversity and contestation*, (Springer, 2014)).

Dr Christina Davidson is a Senior Lecturer (Literacy) in the School of Education and key researcher in the RIPPLE research strand "Speech, Language and Literacies" at CSU. Her research focuses on talk and interaction, giving particular attention to how talk and interaction accomplishes learning during institutional activity in schools and preschools. This focus informs her ongoing critique of classroom talk practices, most recently through a chapter in an international publication on restricted interactional activity in institutional talk.

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