

**DIALOGUE JOURNAL  
COMMUNICATION:  
Classroom, Linguistic,  
Social and Cognitive Views**

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# Dialogue Journal Communication Classroom Linguistic Social And Cognitive Views

**Guillaume Favre**



## **Dialogue Journal Communication Classroom Linguistic Social And Cognitive Views:**

*Dialogue Journal Communication* Jana Staton,1988 The thesis of this volume is that writing done by students who control their own topics who have genuine purposes for writing and have a real known audience is quite different and valuable in its own right It forms a rich source of information about how young students think manage their social interactions and use language with competence to get things done By selecting dialogue journal writing as a corpus for analysis it is possible to observe children s communicative competence in using written language purposefully apart from their ability to master a particular form of writing The central argument is that dialogue journal communication represents a kind of personal literacy prior to and more comprehensive than the particular literacies emphasized and assessed in schools The contents include a practitioner s view of the practice itself and a summary of the research study methods developed to analyze interactive written conversations

*Sociocultural Approaches to Language and Literacy* Vera John-Steiner,Carolyn P. Panofsky,Larry W. Smith,1994-08-26 This book deals with a major crisis in education the achievement of literacy skills Vygotsky and Education Luis C. Moll,1990 Analyzes the educational implications and applications of Soviet psychologist L S Vygotsky s ideas

**Conversations of the Mind** Rebecca William Mlynarczyk,2013-10-18 Asking students to write journals that reflect on their learning has become a widespread pedagogical practice in recent years However the scholarly literature does not address certain key questions about how journal writing aids learning Is there something inherent in journal writing that encourages students to write reflectively What psycholinguistic or cognitive factors help to explain the power of journal writing Why do some students use journals to write prolifically and creatively while others limit their responses to summarizing the assigned course reading Why do teachers find some journal entries so much more engaging than others How do teachers ways of responding to journals affect their students development as writers and thinkers This book addresses such questions through a careful analysis of the journal writing of the students in the author s ESL classes at a large urban college It contains detailed case studies of five culturally and linguistically diverse students with widely differing responses to journal writing To teachers of composition for both first and second language students and to teachers of graduate courses in education and qualitative research this book offers a contextualized description of journal writings as a complex social activity By emphasizing the need for educators to reexamine their pedagogy and to learn from their students *Conversations of the Mind* is an indispensable contribution to the emerging literature of teacher research and reflective practice

**Uses of Intertextuality in Classroom and Educational Research** Nora Shuart-Faris,David Bloome,2004-10-01 This collection includes 12 articles mostly from a 1992 double issue of *Linguistics and Education* on intertextuality It examines classroom and community practices meaning construction and the construction of voice in textual practices with contributions from various sources

**Dialogue Journal Communication** Jana Staton,1988 The thesis of this volume is that writing done by students who control their own topics who have genuine purposes for writing and have a

real known audience is quite different and valuable in its own right. It forms a rich source of information about how young students think, manage their social interactions, and use language with competence to get things done. By selecting dialogue journal writing as a corpus for analysis, it is possible to observe children's communicative competence in using written language purposefully, apart from their ability to master a particular form of writing. The central argument is that dialogue journal communication represents a kind of personal literacy, prior to and more comprehensive than the particular literacies emphasized and assessed in schools. The contents include a practitioner's view of the practice itself and a summary of the research study methods developed to analyze interactive written conversations.

*Teaching from Understanding* Julia Litwintschik Ellis, 1998. This volume traces the modern critical and performance history of this play, one of Shakespeare's most loved and most performed comedies. The essay focuses on such modern concerns as feminism, deconstruction, textual theory, and queer theory.

**International Journal of Language Studies (IJLS) - volume 9(1)** Mohammad Ali Salmani Nodoushan, **Lev Vygotsky** Peter Lloyd, Charles Fernyhough, 1999. *Dialogue Journals in the Multilingual Classroom* Joy Kreeft Peyton, Jana Staton, 1993. This volume focuses on the use of dialogue journals in classrooms with students from diverse language and cultural backgrounds whose proficiency with spoken and written English is limited. The companion volume to *Dialogue Journal Communication* Ablex, 1988, it carefully describes from a teacher's experience how dialogue journal writing can be effectively implemented in the multilingual classroom with practical tips for starting and maintaining the practice, exploiting the benefits and avoiding the pitfalls. It presents a model of researchers working in close collaboration with teachers and shows the development in the journals of individual students with extended examples of student and teacher writing so that teachers can see research results that are not hopelessly extracted from the context in which they were produced. At the same time, it has a strong research orientation.

**Perspectives on Written Argument** Deborah Berrill, 1996. An introduction to ways of understanding argument. This text voices the different ways of understanding argument and questions the traditional assumptions of what written arguments must be. Many of the topics are discussed in relation to Western philosophy, rhetoric, and composition theory.

**Students as Researchers of Culture and Language in Their Own Communities** Ann Egan-Robertson, David Bloome, 1998. This text presents directions in classroom education generated by using ethnography and sociolinguistics as teaching tools, the theory behind these efforts, and the classroom practices involved. Chapters provide an introduction to ethnographic and sociolinguistic research, highlight the integration of students as researchers of culture and language in their own communities with concerns for academic learning, describe projects in which students studied language as sociolinguists, and describe how students' research on issues of culture and language was either a part of or led to their taking social action.

*Language in Action* Joy Kreeft Peyton, 2000. How is language used by people to shape who they are and to build connections among them? How do such linguistic dynamics affect relationships, work, and even personal safety? This book seeks to answer questions such as these.

*Dialogue Journals of*

*Students in Two Bilingual Special Education Classrooms* Diane M. Alvarado,1993      *Computers in Human Behavior* Volume 7, Number 1/2, 1991 ,1991      **Computers in Human Behavior** ,1992      **Controversies in Second Language Writing** Christine Pearson Casanave,2004 *Controversies in Second Language Writing* is not a how to book but one that focuses on how teachers in L2 writing can be helped to make reasoned decisions by understanding some of the key issues and conflicting opinions about L2 writing research and pedagogy This book will assist teachers in making informed decisions about teaching writing in the ESL classroom To counteract some of the debates Casanave explores the different sides of the arguments and provides examples of how other teachers have dealt with these issues The book presents novice and seasoned teachers with thought provoking issues and questions to consider when determining and reflecting on their own teaching strategies and criteria Topics discussed include contrastive rhetoric product vs process fluency and accuracy assessment of student work audience plagiarism politics and ideology      *Teaching the Language Arts* Cathy Collins Block,2001 This book explains and demonstrates with a clear step by step approach how communication and thinking competencies can be enhanced through instruction This revision elaborates further on a language arts program built to focus on the needs of individual students Each of the fourteen chapters is divided into three sections covering theoretical foundations practice and professional development giving the text a practical usable organization The second and third sections apply the principles from the first section to the classroom Features in these sections show specific teaching strategies that offer practical ideas for teachers to develop an ongoing and successful teaching repertoire For Language Arts teachers      Concise Encyclopedia of Educational Linguistics B. Spolsky,R. E. Asher,1999-08-20 The volume comprises 232 thematically organised articles based on the highly successful *Encyclopedia of Language Linguistics* and the *International Encyclopedia of Education* 2nd edition revised and where necessary updated and supplemented throughout Dealing with all topics at the intersection between education and language the work will prove an invaluable reference for all researchers in the field Never has there been more intense debate over different attitudes and approaches to teaching and language This volume will provide a state of the art description of all the topics of interest to language educators and all those concerned with making and implementing policy in language education Fundamental topics include the social context society national school and curricular policy literacy and oracy language acquisition bi and plurilingualism testing TEFL TESOL SLA      Keeping in Touch Nigel Hall,1994 *Keeping in Touch* draws on the editors many years of experience in introducing interactive writing to teachers and students Through accessible case studies it offers lively and fascinating insights into the numerous ways in which this exciting activity can facilitate children s writing skills Interactive writing provides children with enjoyable reasons for authorship and aids their transition from oral to written communication

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