

TEACHER TALKING TO CLASS

TEACHER TALKING TO CLASS IS A FUNDAMENTAL ASPECT OF EDUCATION, PLAYING A CRUCIAL ROLE IN THE LEARNING PROCESS AND CLASSROOM DYNAMICS. EFFECTIVE COMMUNICATION BETWEEN A TEACHER AND STUDENTS HELPS TO DELIVER LESSONS CLEARLY, MAINTAIN CLASSROOM DISCIPLINE, AND FOSTER A POSITIVE LEARNING ENVIRONMENT. THIS ARTICLE EXPLORES THE VARIOUS DIMENSIONS OF A TEACHER TALKING TO CLASS, INCLUDING COMMUNICATION TECHNIQUES, CLASSROOM MANAGEMENT, AND THE IMPACT ON STUDENT ENGAGEMENT. UNDERSTANDING THESE ELEMENTS IS ESSENTIAL FOR EDUCATORS AIMING TO OPTIMIZE THEIR TEACHING METHODS AND ENHANCE STUDENT OUTCOMES. THE DISCUSSION ALSO COVERS PRACTICAL STRATEGIES FOR TEACHERS TO IMPROVE THEIR VERBAL INTERACTIONS WITH STUDENTS AND THE IMPORTANCE OF NON-VERBAL CUES. THE FOLLOWING SECTIONS PROVIDE DETAILED INSIGHTS INTO THESE TOPICS, OFFERING A COMPREHENSIVE OVERVIEW OF HOW TEACHERS CAN EFFECTIVELY TALK TO THEIR CLASS.

- IMPORTANCE OF EFFECTIVE COMMUNICATION IN THE CLASSROOM
- TECHNIQUES FOR ENGAGING STUDENTS DURING A TEACHER'S TALK
- CLASSROOM MANAGEMENT AND TEACHER TALK
- NON-VERBAL COMMUNICATION AND ITS ROLE IN TEACHING
- CHALLENGES AND SOLUTIONS IN TEACHER-STUDENT VERBAL INTERACTION

IMPORTANCE OF EFFECTIVE COMMUNICATION IN THE CLASSROOM

EFFECTIVE COMMUNICATION IS THE FOUNDATION OF SUCCESSFUL TEACHING AND LEARNING. WHEN A TEACHER TALKS TO CLASS, THE CLARITY, TONE, AND STRUCTURE OF THE MESSAGE SIGNIFICANTLY INFLUENCE STUDENTS' COMPREHENSION AND RETENTION OF INFORMATION. COMMUNICATION IN THE CLASSROOM INVOLVES NOT ONLY THE TRANSMISSION OF CONTENT BUT ALSO THE BUILDING OF RELATIONSHIPS AND THE CREATION OF A SUPPORTIVE EDUCATIONAL ATMOSPHERE. TEACHERS WHO COMMUNICATE EFFECTIVELY CAN MOTIVATE STUDENTS, FACILITATE UNDERSTANDING, AND ENCOURAGE ACTIVE PARTICIPATION.

CLEAR AND CONCISE LANGUAGE

USING CLEAR AND CONCISE LANGUAGE HELPS ENSURE THAT ALL STUDENTS UNDERSTAND THE MATERIAL BEING PRESENTED. AVOIDING OVERLY COMPLEX VOCABULARY OR JARGON ALLOWS DIVERSE LEARNERS, INCLUDING ENGLISH LANGUAGE LEARNERS, TO FOLLOW ALONG AND ENGAGE WITH THE LESSON. A TEACHER TALKING TO CLASS SHOULD FOCUS ON SIMPLICITY AND PRECISION TO ENHANCE LEARNING OUTCOMES.

FEEDBACK AND QUESTIONS

ENCOURAGING QUESTIONS AND PROVIDING TIMELY FEEDBACK ARE CRITICAL COMPONENTS OF EFFECTIVE COMMUNICATION. WHEN STUDENTS FEEL COMFORTABLE ASKING QUESTIONS, IT FOSTERS A MORE INTERACTIVE AND DYNAMIC CLASSROOM ENVIRONMENT. TEACHERS SHOULD CREATE OPPORTUNITIES FOR DIALOGUE RATHER THAN RELYING SOLELY ON ONE-WAY COMMUNICATION.

TECHNIQUES FOR ENGAGING STUDENTS DURING A TEACHER'S TALK

ENGAGEMENT IS A KEY FACTOR IN STUDENT SUCCESS, AND THE WAY A TEACHER TALKS TO CLASS CAN SIGNIFICANTLY AFFECT STUDENT ATTENTION AND INTEREST. EMPLOYING VARIOUS TECHNIQUES CAN TRANSFORM A TRADITIONAL LECTURE INTO AN INTERACTIVE LEARNING EXPERIENCE THAT PROMOTES DEEPER UNDERSTANDING AND ENTHUSIASM.

USE OF STORYTELLING AND EXAMPLES

INCORPORATING STORYTELLING AND REAL-LIFE EXAMPLES MAKES LESSONS MORE RELATABLE AND MEMORABLE. WHEN A TEACHER TALKS TO CLASS USING NARRATIVES, IT HELPS STUDENTS CONNECT ABSTRACT CONCEPTS TO CONCRETE EXPERIENCES, ENHANCING COMPREHENSION.

INTERACTIVE QUESTIONING

POSING OPEN-ENDED QUESTIONS DURING INSTRUCTION ENCOURAGES CRITICAL THINKING AND PARTICIPATION. THIS TECHNIQUE ALLOWS STUDENTS TO REFLECT ON THE CONTENT AND EXPRESS THEIR IDEAS, PROMOTING ACTIVE LEARNING.

VARYING TONE AND PACE

CHANGING THE TONE AND SPEED OF SPEECH CAN MAINTAIN STUDENT INTEREST AND EMPHASIZE IMPORTANT POINTS. A MONOTONE DELIVERY MAY LEAD TO DISENGAGEMENT, WHEREAS VARIED VOCAL PATTERNS HELP HIGHLIGHT KEY CONCEPTS AND KEEP THE CLASS ATTENTIVE.

CLASSROOM MANAGEMENT AND TEACHER TALK

TEACHER TALKING TO CLASS IS NOT ONLY ABOUT DELIVERING CONTENT BUT ALSO ABOUT MANAGING BEHAVIOR AND MAINTAINING AN ORDERLY ENVIRONMENT. EFFECTIVE VERBAL COMMUNICATION STRATEGIES ARE ESSENTIAL TOOLS FOR CLASSROOM MANAGEMENT, HELPING TO ESTABLISH RULES, EXPECTATIONS, AND CONSEQUENCES.

SETTING CLEAR EXPECTATIONS

AT THE BEGINNING OF THE COURSE OR LESSON, TEACHERS SHOULD CLEARLY ARTICULATE BEHAVIORAL AND ACADEMIC EXPECTATIONS. THIS CLARITY REDUCES MISUNDERSTANDINGS AND SETS A FRAMEWORK FOR APPROPRIATE CONDUCT DURING TEACHER TALKS AND ACTIVITIES.

USING POSITIVE REINFORCEMENT

POSITIVE VERBAL FEEDBACK ENCOURAGES DESIRABLE BEHAVIORS AND MOTIVATES STUDENTS TO PARTICIPATE ACTIVELY. PRAISING EFFORT, PROGRESS, AND COOPERATION REINFORCES GOOD HABITS AND CREATES A POSITIVE CLASSROOM CULTURE.

ADDRESSING DISRUPTIONS CALMLY

WHEN DISRUPTIONS OCCUR DURING A TEACHER TALKING TO CLASS, ADDRESSING THEM CALMLY AND ASSERTIVELY HELPS MAINTAIN CONTROL WITHOUT ESCALATING TENSION. USING RESPECTFUL LANGUAGE AND FIRM DIRECTIVES SIGNALS AUTHORITY WHILE PRESERVING A RESPECTFUL ATMOSPHERE.

NON-VERBAL COMMUNICATION AND ITS ROLE IN TEACHING

NON-VERBAL COMMUNICATION COMPLEMENTS THE SPOKEN WORD AND PLAYS A SIGNIFICANT ROLE WHEN A TEACHER TALKS TO CLASS. BODY LANGUAGE, FACIAL EXPRESSIONS, AND GESTURES CAN REINFORCE MESSAGES, CONVEY ENTHUSIASM, AND ESTABLISH RAPPORT WITH STUDENTS.

FACIAL EXPRESSIONS AND EYE CONTACT

MAINTAINING EYE CONTACT HELPS ENGAGE STUDENTS AND SIGNALS ATTENTIVENESS. FACIAL EXPRESSIONS CONVEY EMOTIONS SUCH AS ENCOURAGEMENT, CONCERN, OR APPROVAL, ENHANCING THE TEACHER'S VERBAL MESSAGE.

GESTURES AND MOVEMENT

PURPOSEFUL GESTURES CAN EMPHASIZE KEY POINTS AND FACILITATE UNDERSTANDING. MOVING AROUND THE CLASSROOM ALLOWS A TEACHER TO CONNECT WITH STUDENTS MORE PERSONALLY AND MONITOR THEIR ENGAGEMENT.

POSTURE AND PRESENCE

AN UPRIGHT AND OPEN POSTURE PROJECTS CONFIDENCE AND APPROACHABILITY. THE PHYSICAL PRESENCE OF A TEACHER WHILE TALKING TO CLASS INFLUENCES STUDENTS' PERCEPTION OF AUTHORITY AND ACCESSIBILITY.

CHALLENGES AND SOLUTIONS IN TEACHER-STUDENT VERBAL INTERACTION

TEACHER TALKING TO CLASS INVOLVES CHALLENGES THAT CAN HINDER EFFECTIVE COMMUNICATION AND STUDENT LEARNING. RECOGNIZING THESE OBSTACLES AND APPLYING APPROPRIATE SOLUTIONS IS VITAL FOR IMPROVING CLASSROOM INTERACTIONS.

DEALING WITH DIVERSE LEARNING NEEDS

CLASSROOMS OFTEN INCLUDE STUDENTS WITH VARYING LANGUAGE ABILITIES, LEARNING STYLES, AND ATTENTION SPANS. TEACHERS MUST ADAPT THEIR COMMUNICATION METHODS TO ACCOMMODATE THESE DIFFERENCES, SUCH AS USING VISUAL AIDS, REPETITION, AND SIMPLIFIED LANGUAGE.

OVERCOMING STUDENT DISENGAGEMENT

DISENGAGED STUDENTS MAY IGNORE OR DISRUPT TEACHER TALK. STRATEGIES TO ADDRESS THIS INCLUDE INCORPORATING INTERACTIVE ACTIVITIES, VARYING TEACHING METHODS, AND RELATING CONTENT TO STUDENTS' INTERESTS.

MANAGING LARGE CLASSES

IN LARGE CLASSROOMS, ENSURING THAT EVERY STUDENT HEARS AND UNDERSTANDS THE TEACHER CAN BE CHALLENGING. USING A CLEAR VOICE, PAUSING FOR QUESTIONS, AND UTILIZING CLASSROOM TECHNOLOGY CAN HELP OVERCOME THESE BARRIERS.

1. USE CLEAR, CONCISE LANGUAGE TAILORED TO STUDENT COMPREHENSION LEVELS.
2. INCORPORATE STORYTELLING AND EXAMPLES TO ENHANCE ENGAGEMENT.
3. MAINTAIN EYE CONTACT AND USE POSITIVE BODY LANGUAGE.
4. SET AND COMMUNICATE CLEAR BEHAVIORAL EXPECTATIONS.
5. ENCOURAGE STUDENT PARTICIPATION THROUGH QUESTIONING AND FEEDBACK.

FREQUENTLY ASKED QUESTIONS

HOW CAN A TEACHER EFFECTIVELY ENGAGE STUDENTS WHEN TALKING TO THE CLASS?

A TEACHER CAN ENGAGE STUDENTS BY USING INTERACTIVE TEACHING METHODS, ASKING QUESTIONS, INCORPORATING MULTIMEDIA, AND RELATING THE MATERIAL TO REAL-LIFE EXAMPLES.

WHAT ARE SOME STRATEGIES FOR A TEACHER TO MAINTAIN STUDENTS' ATTENTION DURING A LECTURE?

STRATEGIES INCLUDE VARYING TONE AND PACE, USING VISUAL AIDS, INCORPORATING SHORT ACTIVITIES, AND ENCOURAGING STUDENT PARTICIPATION.

HOW SHOULD A TEACHER ADDRESS DISRUPTIVE BEHAVIOR WHILE TALKING TO THE CLASS?

A TEACHER SHOULD CALMLY ADDRESS THE BEHAVIOR BY SETTING CLEAR EXPECTATIONS, USING POSITIVE REINFORCEMENT, AND APPLYING CONSISTENT CONSEQUENCES IF NEEDED.

WHAT ROLE DOES BODY LANGUAGE PLAY WHEN A TEACHER IS TALKING TO THE CLASS?

BODY LANGUAGE HELPS CONVEY CONFIDENCE, ENTHUSIASM, AND OPENNESS, WHICH CAN MAKE THE LESSON MORE ENGAGING AND HELP MAINTAIN STUDENTS' ATTENTION.

HOW CAN A TEACHER ENSURE THAT ALL STUDENTS UNDERSTAND THE MATERIAL DURING A CLASS TALK?

BY ASKING OPEN-ENDED QUESTIONS, CHECKING FOR UNDERSTANDING FREQUENTLY, ENCOURAGING QUESTIONS, AND PROVIDING EXAMPLES OR ANALOGIES.

WHAT ARE SOME EFFECTIVE WAYS FOR A TEACHER TO INTRODUCE NEW TOPICS TO THE CLASS?

USING HOOKS LIKE INTERESTING FACTS, STORIES, QUESTIONS, OR MULTIMEDIA CAN CAPTURE ATTENTION AND PROVIDE CONTEXT FOR THE NEW TOPIC.

HOW CAN A TEACHER USE TECHNOLOGY WHILE TALKING TO THE CLASS?

TEACHERS CAN USE PRESENTATIONS, VIDEOS, INTERACTIVE POLLS, AND EDUCATIONAL APPS TO ENHANCE UNDERSTANDING AND KEEP STUDENTS ENGAGED.

WHAT TECHNIQUES CAN A TEACHER USE TO ENCOURAGE SHY STUDENTS TO PARTICIPATE DURING CLASS DISCUSSIONS?

TECHNIQUES INCLUDE CREATING A SUPPORTIVE ENVIRONMENT, USING SMALL GROUP DISCUSSIONS, GIVING POSITIVE FEEDBACK, AND ASKING QUESTIONS THAT ARE EASIER TO ANSWER.

HOW IMPORTANT IS TONE OF VOICE WHEN A TEACHER IS TALKING TO THE CLASS?

TONE OF VOICE IS CRUCIAL AS IT CONVEYS ENTHUSIASM, EMPHASIZES KEY POINTS, AND HELPS KEEP STUDENTS INTERESTED AND MOTIVATED.

ADDITIONAL RESOURCES

1. *ENGAGING EVERY STUDENT: THE ART OF TEACHER-STUDENT DIALOGUE*

THIS BOOK EXPLORES EFFECTIVE COMMUNICATION STRATEGIES TEACHERS CAN USE TO FOSTER A DYNAMIC AND INCLUSIVE CLASSROOM ENVIRONMENT. IT EMPHASIZES THE IMPORTANCE OF ACTIVE LISTENING, ASKING OPEN-ENDED QUESTIONS, AND ENCOURAGING STUDENT PARTICIPATION. READERS WILL FIND PRACTICAL TIPS TO MAKE THEIR DAILY INTERACTIONS WITH STUDENTS MORE MEANINGFUL AND IMPACTFUL.

2. *THE POWER OF WORDS: HOW TEACHERS INSPIRE THROUGH SPEECH*

FOCUSING ON THE MOTIVATIONAL ASPECT OF TEACHER COMMUNICATION, THIS BOOK HIGHLIGHTS HOW THOUGHTFUL LANGUAGE CAN INSPIRE AND EMPOWER STUDENTS. IT INCLUDES REAL-LIFE EXAMPLES AND SPEECHES FROM RENOWNED EDUCATORS, DEMONSTRATING HOW POSITIVE REINFORCEMENT AND CONSTRUCTIVE FEEDBACK SHAPE STUDENT SUCCESS. TEACHERS WILL LEARN TO HARNESS THE POWER OF THEIR WORDS TO BUILD CONFIDENCE AND ENTHUSIASM.

3. *CLASSROOM CONVERSATIONS: BUILDING RELATIONSHIPS THROUGH TALK*

THIS BOOK DELVES INTO THE ROLE OF EVERYDAY CONVERSATIONS BETWEEN TEACHERS AND STUDENTS IN BUILDING TRUST AND RAPPORT. IT OFFERS TECHNIQUES FOR INITIATING AND SUSTAINING MEANINGFUL DIALOGUES THAT GO BEYOND ACADEMIC CONTENT. THE AUTHOR PROVIDES STRATEGIES TO CREATE A SUPPORTIVE CLASSROOM CULTURE WHERE STUDENTS FEEL HEARD AND VALUED.

4. *MASTERING THE ART OF CLASSROOM DISCUSSION*

DESIGNED FOR EDUCATORS AIMING TO IMPROVE STUDENT ENGAGEMENT, THIS BOOK COVERS METHODS TO FACILITATE LIVELY, INCLUSIVE DISCUSSIONS. IT DISCUSSES QUESTION FRAMING, MANAGING DIVERSE VIEWPOINTS, AND ENCOURAGING CRITICAL THINKING THROUGH DIALOGUE. TEACHERS WILL FIND TOOLS TO TRANSFORM PASSIVE LISTENING INTO ACTIVE PARTICIPATION.

5. *TEACHER TALK: LANGUAGE PATTERNS THAT PROMOTE LEARNING*

THIS BOOK INVESTIGATES THE SPECIFIC LANGUAGE PATTERNS AND SPEECH TECHNIQUES THAT ENHANCE COMPREHENSION AND RETENTION. IT BREAKS DOWN HOW TONE, PACING, AND CLARITY AFFECT STUDENT UNDERSTANDING. EDUCATORS WILL GAIN INSIGHTS INTO TAILORING THEIR COMMUNICATION STYLE TO MEET DIVERSE LEARNING NEEDS.

6. *VOICES IN THE CLASSROOM: ENCOURAGING STUDENT EXPRESSION*

HIGHLIGHTING THE IMPORTANCE OF STUDENT VOICE, THIS BOOK PROVIDES STRATEGIES FOR TEACHERS TO CREATE OPPORTUNITIES FOR ALL STUDENTS TO SHARE THEIR THOUGHTS. IT COVERS METHODS TO BALANCE TEACHER TALK WITH STUDENT CONTRIBUTIONS, FOSTERING A COLLABORATIVE LEARNING ENVIRONMENT. THE BOOK ALSO ADDRESSES CHALLENGES IN ENCOURAGING SHY OR RELUCTANT SPEAKERS.

7. *THE DIALOGIC TEACHER: PROMOTING CRITICAL THINKING THROUGH TALK*

THIS RESOURCE EMPHASIZES THE ROLE OF DIALOGUE IN DEVELOPING HIGHER-ORDER THINKING SKILLS. IT OFFERS PRACTICAL APPROACHES TO POSING CHALLENGING QUESTIONS AND FACILITATING DEBATES THAT STIMULATE INTELLECTUAL GROWTH. TEACHERS WILL LEARN HOW TO GUIDE CONVERSATIONS THAT PUSH STUDENTS TO ANALYZE, EVALUATE, AND CREATE.

8. *FROM LECTURE TO CONVERSATION: TRANSFORMING TEACHER TALK*

FOCUSING ON SHIFTING FROM TRADITIONAL LECTURING TO INTERACTIVE COMMUNICATION, THIS BOOK PROVIDES STRATEGIES TO MAKE LESSONS MORE ENGAGING. IT DISCUSSES WAYS TO INVITE STUDENT INPUT, USE STORYTELLING, AND INCORPORATE HUMOR TO MAINTAIN ATTENTION. EDUCATORS WILL FIND WAYS TO CREATE A MORE DYNAMIC AND RESPONSIVE CLASSROOM ATMOSPHERE.

9. *LISTENING TO LEARN: THE TEACHER'S GUIDE TO EFFECTIVE CLASSROOM COMMUNICATION*

THIS BOOK HIGHLIGHTS THE OFTEN-OVERLOOKED SKILL OF LISTENING IN THE CLASSROOM SETTING. IT TEACHES TEACHERS HOW TO LISTEN ACTIVELY AND EMPATHETICALLY TO UNDERSTAND STUDENT NEEDS BETTER. BY IMPROVING LISTENING SKILLS, EDUCATORS CAN RESPOND MORE EFFECTIVELY AND BUILD STRONGER CONNECTIONS WITH THEIR STUDENTS.

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construct that requires investigation if we are to understand second language learning experiences in a modern globalised world. The book offers both theoretical explorations and empirical findings arising from the author's own research in the field. Chapters demonstrate how various theoretical and empirical findings can be applied to practice so as to raise the awareness of the importance of interest in language learning and teaching. For teacher trainers and educators, researchers, and practising language teachers, this comprehensive study provides tools to stimulate student interest in language learning for successful language learning.

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teacher talking to class: Classroom Talk Rupert Knight, 2025-02-28 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.

teacher talking to class: The Art of Teaching Speaking Keith S. Folse, 2006-04-06 *What elements make a speaking activity successful? *Which tasks or activities really help build speaking fluency? *What does the research show regarding speaking activities? *What mistakes do ESL teachers often make in speaking activity design? In this highly accessible and practical resource, Keith S. Folse provides a wealth of information to help ESL/EFL teachers design and use speaking tasks that will actually improve students' speaking fluency. The book presents and discusses the relevant research and assessment issues and includes case studies from twenty different settings and classrooms around the world so that readers learn from others about the problems and successes of using various speaking activities. Teachers will find the chapters on Twenty Successful Activities and Ten Unsuccessful Activities particularly valuable. The successful activities are provided for classroom use and are reproducible. The book also contains five appendixes that explain what teachers need to know about vocabulary, pronunciation, and grammar and how they affect the teaching of speaking. Samples of successful lesson plans and a list of resources useful for teaching speaking are also included. Keith S. Folse, Ph.D., is Coordinator, TESOL Programs, University of Central Florida (Orlando). He is the author of *Vocabulary Myths* (University of Michigan Press, 2004) and more than 35 second language textbooks, including texts on grammar, reading, speaking, listening, and writing.

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teacher talking to class: Teachers Talking about their Classrooms Carmel Mesiti, Michèle Artigue, Hilary Hollingsworth, Yiming Cao, David Clarke, 2021-07-15 Different communities, speaking different languages, employ different naming systems to describe the events, actions, and interactions of the mathematics classroom. The International Classroom Lexicon Project documented the professional vocabulary available to middle-school mathematics teachers in Australia, Chile, China, the Czech Republic, Finland, France, Germany, Japan, Korea, and the United States. National teams of researchers and experienced teachers used a common set of classroom videos to stimulate recognition of familiar terms describing aspects of the mathematics classroom. This book details the

existing professional vocabulary in each international community by which mathematics teachers conceptualise their practice, and explores the characteristics, structures, and distinctive features of each national lexicon. This book has the potential to enrich the professional vocabulary of mathematics teachers around the world by providing access to sophisticated classroom practices named by teachers in different countries. This one volume offers separate, individual lexicons developed from empirical research, the capacity to juxtapose such lexicons, and an unmatched opportunity to highlight the cultural, historical, and linguistic bases of teachers' professional language.

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teacher talking to class: Class Size Reduction Gary James Harfitt, 2015-07-21 This book provides a timely examination of the effects of class size reduction (CSR) on teaching and learning processes. It represents a departure in that the research covered focuses solely on the relationship between CSR and effective teaching in real secondary school classrooms. The book also presents a much-needed and powerful student voice on the impact of class size reduction on teaching and learning processes. It conceptualises the effects of class size on teaching and learning processes in secondary school classrooms, which are another under-researched perspective in this field. Drawing on multiple case studies concerning teaching and learning processes in large and small Hong Kong secondary-school classes, it highlights the qualitative differences in teaching and learning processes. On the basis of those studies, the book argues for a more purposeful, dynamic approach to education for teachers working in small or reduced-size classes.

teacher talking to class: *The Aboutness of Writing Center Talk* Jo Mackiewicz, 2016-11-18 Writing centers in universities and colleges aim to help student writers develop practices that will make them better writers in the long term and that will improve their draft papers in the short term. The tutors who work in writing centers accomplish such goals through one-to-one talk about writing. This book analyzes the aboutness of writing center talk—what tutors and student writers talk about when they come together to talk about writing. By combining corpus-driven analysis to provide a quantitative, microlevel view of the subject matter and sociocultural discourse analysis to provide a qualitative macrolevel view of tutor-student writer interactions, it further establishes how these two research methods operate together to produce a robust and rigorous analysis of spoken discourse.

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