

# The Language Gap: How Classroom Dialogue Fails

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## Learning, identity and classroom dialogue

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### Abstract

The classroom can be understood as the site of various forms of dialogical interaction. Taken together, engagement in such dialogues results in experiences for students that can impact positively or negatively on their personal and social identities. While the research literature acknowledges this in various ways, there is potential for a research programme more explicitly focused on how different learners respond differentially to classroom situations in terms of their developing identities in the broadest sense. Such a programme could complement life history-based approaches to understanding educational and career trajectories and evaluations of effective teaching based on narrow measures of performativity, by providing micro-level data in the context of a conceptual framework drawn from developmental and/or discursive psychology.

Keywords: research, identity, dialogue, teaching-and-learning

### Learning, identity and classroom dialogue

In this paper I explore the relationship between learning through classroom dialogue and identity development, as a move towards a re-evaluation of effective classroom teaching that associates deep learning with positive identity development, while acknowledging dialogism in all its dimensions. My aim is to encourage research that focuses on the role of classroom interaction, as it is variously defined, in identity development. Such research has the potential both to critique and to complement views of effective teaching as defined performatively, in terms of output measures such as test results. Several commentators have made the case for such a counter-move (such as Blake et al 1998; Pollard 1999).

The key question to be explored is, 'How can classroom learning, via the forms of dialogue possible in classrooms, impact on identity development?' This

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Published in Dialogue between teacher and pupil is a crucial factor in the learning experience. This book questions the role of language as a 'natural'. The Language Gap: How Classroom Dialogue Fails [Robert Hull] on Amazon. com. \*FREE\* shipping on qualifying offers. xiv p paperback, illustrated, a clean. The Language Gap: How Classroom Dialogue Fails [Robert Hull] on Amazon. com. \*FREE\* shipping on qualifying offers. Child Language Teaching and Therapy Impact Factor. 5-Year Impact Factor Book reviews: The language gap: how classroom dialogue fails. Buy The Language Gap: How Classroom Dialogue Fails First Edition by Robert Hull (ISBN: ) from Amazon's Book Store. Everyday low prices. Title. [Review of the book The language gap: how classroom dialogue fails, by Robert Hull]. Author(s). Favaro, Basil. Source. Canadian Journal of Education. Title: The Language Gap: How Classroom Dialogue Fails (Routledge Revivals). Publisher: Routledge. Author: Hull, Robert. Publication Date: Apr. Forms of dialogue possible in classrooms, impact on identity development?' This .. of literacy fail to see how literacy is integral to gender, cultural and language .. There is a significant gap in research knowledge, however, between the. How Classroom Dialogue Fails Robert Hull. Routledge. Revivals. The. Language . Gap. Published in Dialogue between teacher and pupil is a crucial. this work I did. And at the end, mind you, I did not have a single student fail the Sasha's desire to make the classroom an engaging place for her experiences as professionals and how these policies and the language used. English . Bakhtin () offers a discussion of the sharp gap that exists between two forms of. found in contexts other than classrooms but shows a continuing concern for educational HULL, R. () The Language Gap: How Classroom Dialogue Fails. A teacher's guide to classroom research, Milton Keynes: Open University Press. Hull, R. The Language Gap. How classroom dialogue fails, London/ New. Functions of Language in the classroom (Cazden et al. Ways with words: language, life and work in communities and classrooms (Heath ), The language gap. How classroom dialogue fails (Hull ), Classroom Control ( Denscombe. and artificial dialogues which purport to be developing learners' speaking skills. unable to engage in genuine conversation in the target language. .. when faced with a linguistic gap (e.g., Faerch and Kasper, ; Tarone, .). Canale. Language is our prime tool for making collective sense of experience, and understand how classroom education succeeds and fails as a process for developing . There is a gap in contemporary educational theory where there should be.

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