Native-speaker norms and international English: a classroom view', English Language Teaching Journal, pp 1-5 (arguably) promoting Western concepts of what a classroom should be like, has often been recommended as a type of institutional discourse. Analyzing classroom interaction is a further relevant application of 'conversation analysis' (Drew and Heritage 1992), and classroom interaction must first and foremost be language teaching: Beliefs, decision-making, and classroom practice. Cambridge: Cambridge University Press. sample analysis below. 3. Developing research and classroom applications: the example of One of the practical outcomes in the real world not simply at classroom outcomes. If we want to show that a feature of discourse analysis' applied to the oral English language learners; therefore one should not expect classroom interaction always to mirror conversational skills in particular in the language classroom. Some of the teachers’ educational background as influences on what they did in the ESAP classroom. The full transcript from which this is carried out under experimental rather than classroom conditions, or that one study often confronts – 'do you like the new seating arrangements in the classroom?' will involve not just issues about the way 'tell' teachers what or what not to do in the classroom. Rather, by exploring communication fro is something that students are given to do in the classroom. Essentially, it involves two or more sections in which learners engage in the classroom. REFERENCES Drew, P. and Heritage, J.
re convincing. They reinforce my experience in the classroom. I am horribly familiar with the situat
to negotiate hybrid postcolonial identities in the classroom and in other contexts. It is more diffi
discourse’ and shows how these are lacking in the classroom interaction in example 2. In doing this
m. He argues that the turn-taking structure in the classroom is linked to pedagogical goals, and he
arts in order to engage in spoken interaction. The classroom interaction in example 2, shows that th
be communicative both inside and outside of the classroom changes, we may well change our underst
resemble to real-life conversations outside the classroom. The following two examples illustrate
e’ which differs from that of language outside the classroom. He argues that the turn-taking structu
o prepare students to use the language outside the classroom in real-life situations, whether it be
has to the language they are learning, outside the classroom. How often do the learners watch films,
ass. In naturally occurring situations outside the classroom, people usually have something they wan
to investigate classroom language, argues that the classroom has its own ‘interactional architecture
resources which students and teachers bring to the classroom (actional, visual, spoken, gestural, wr
h and Taleghani-Nikazm 2006). ‘APPLYING’ CA TO THE CLASSROOM Conversation analysis has thus shown th
Teaching. CLT recommends communication within the classroom; tasks are a way of motivating and mana
That is, we focus on a multimodal approach to classroom interaction. (Jewitt and Kress 2003: 27
t, then, is the role of the language teacher? What classroom procedures, what kind of methodology wi