Special Section

Classroom Discourse Analysis

Building on a long-standing Working Papers in Educational Linguistics tradition of special issues, this Special Section emerged from Professor Betsy Rymes’s seminar on Classroom Discourse Analysis. Following Rymes (2016), we define classroom discourse analysis as the study of language-in-use in classroom—or educational—contexts and examinations of how this is influenced by multiple social contexts within and beyond the interaction itself. The articles draw on a range of discourse analytic methods and scales, from an intense focus on specific classroom moments (Wang) to an examination across multiple classroom events (Miele) and institutionalized discursive norms (Schmeltz).

References


