

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

- Miele, P. (this issue). Embracing students' diverse communicative repertoires to change English as a Second Language classroom participation dynamics. *Working Papers in Educational Linguistics*, 34, 71–81.
- Rymes, B. (2016). *Classroom discourse analysis: A tool for critical reflection* (2nd ed.). New York, NY: Routledge.
- Schmeltz, D. C. (this issue). *Code switch* at an alternative high school. *Working Papers in Educational Linguistics*, 34, 103–116.
- Wang, X. (this issue). Analyzing co-teacher turns as interactional resources. *Working Papers in Educational Linguistics*, 34, 83–101.