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Multiple lenses for looking at teachers' identifying talk in a mathematics classroom.

Lindmeier, Anke M. (ed.) et al., Proceedings of the 37th conference of the International Group for the Psychology of Mathematics Education "Mathematics learning across the life span", PME 37, Kiel, Germany, July 28–August 2, 2013. Vol. 3. Kiel: IPN–Leibniz Institute for Science and Mathematics Education at the University of Kiel (ISBN 978-3-89088-289-5). 345-352 (2013).

Summary: Previous research under the communicational framework has started developing systematic methods that unify the study of cognitive, affective and social aspects of learning under a single set of theoretical assumptions. This study enhances the communicational methodology into the quantifiable domain, thus enabling analysis of large quantities of classroom talk and comparisons between teachers to study identity construction processes in the mathematics classroom. We demonstrate three forms of discourse analysis: qualitative, 'coding and counting' and corpus analysis to analyze the ways in which two instructors at a teachers' college differ in their "identifying talk" or the way they construct their students' identities. Differences between the two instructors were ostensible in all forms of analysis.

Classification: C50 C70 D40

Keywords: classroom talk; teachers' identifying talk; discourse analysis; identity construction processes; students' identities