

DIALOGIC TEACHING AND THE STUDY OF CLASSROOM TALK

A DEVELOPMENTAL BIBLIOGRAPHY

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This bibliography puts in more or less chronological order Robin Alexander's publications on spoken language in learning and teaching to date. It starts with observational and discourse studies undertaken in the UK during the 1980s and early 1990s. Then follows the *Culture and Pedagogy* international study out of which Alexander's approach to dialogic teaching developed. *Towards Dialogic Teaching* presents this approach in detail, and *Essays on Pedagogy* extends the dialogic principle into wider aspects of education while reasserting the importance of an international perspective. Next come miscellaneous papers; evaluation reports from dialogic teaching development projects in UK schools during the early 2000s; the 2010 final report of the Cambridge Primary Review, which like *Essays on Pedagogy* gives dialogue prominence not only in pedagogy but also among education's guiding aims; and the 2012 paper for the Department for Education (DfE) that persuaded the UK government to take spoken language more seriously in its framework for the 2014 revised national curriculum for England. The bibliography's final entries relate to the 2014-17 randomised control trial sponsored by the Education Endowment Foundation (EEF) that demonstrated the efficacy of Alexander's approach to dialogic teaching.

Talk for learning and teaching is just one aspect of Robin Alexander's research from the past 30 years or so, and the publications listed here are part of a larger corpus of over 320 which includes work on many other aspects of education both inside and outside the UK. This breadth of focus underlines his claim that classroom talk cannot properly be handled in isolation from curriculum and wider aspects of pedagogy, or without engaging with the culture and history that shape educational policy, school ethos, teachers' assumptions and of course language itself.

Classroom interaction in British classrooms (late 1980s/early 1990s)

These studies from the PRINDEP and CICADA research projects (funded respectively by Leeds City Council and ESRC) include (i) quantitative analysis of classroom interaction, (ii) electronic analysis of coded discourse transcripts and (iii) qualitative analysis of lesson transcripts. Together they confirm and analyse in British settings the recitation/IRE default identified during the 1960s/70s by Barnes and Britton in the UK and Cazden and Mehan in the US (plus less frequently documented variants such as pseudo-enquiry), and they begin to point the way to alternatives.

Alexander, R.J. (1995) *Versions of Primary Education*. Routledge, chapters 4, 5 and 6.

<http://www.routledge.com/books/details/9780415128384/>

Dialogic teaching: key texts

Culture and Pedagogy is a large-scale macro-micro comparative study, funded by the Leverhulme Trust, of culture, policy and pedagogy in England, France, India, Russia and the United States. It culminates in quantitative and qualitative cross-cultural analysis of classroom talk which includes transcribed extracts from videotaped lessons in each country. The analysis covers both linguistic and paralinguistic aspects of classroom talk, and relates what is said by children and teachers to the pedagogy and culture that shape it. Out of this analysis came the author's approach to dialogic teaching. *Towards Dialogic Teaching* sets out research foundations, justifications, repertoires, principles and classroom indicators, *Essays on Pedagogy* extends dialogism into wider aspects of curriculum and pedagogy, and *Developing Dialogue* provides dialogic teaching's most up to date iteration and demonstrates its efficacy through independent randomised control trial.

Alexander, R.J. (2001) *Culture and Pedagogy*. Blackwell, especially chapters 15 and 16, pp 391-528

http://eu.wiley.com/WileyCDA/WileyTitle/productCd-0631220518_descCd-reviews.html

Alexander, R.J. (2008) *Essays on Pedagogy*. Routledge, chapters 4, 5, 6 and 7, pp 72-172, and appendix, pp 184-191.

<http://www.routledge.com/books/details/9780415454834/>

Alexander, R.J. (2017) *Towards Dialogic Teaching: rethinking classroom talk* (5th edition of text first published in 2004).

Dialogos. http://www.robinalexander.org.uk/wp-content/uploads/2017/01/TDT_Order_Form_2017.pdf

Alexander, R.J. (2018) 'Developing Dialogue: genesis, process, trial', *Research Papers in Education* 33(5), pp 361-398.

<https://www.robinalexander.org.uk/wp-content/uploads/2018/07/RPIE-2018-Alexander-dialogic-teaching.pdf>

In preparation:

Alexander, R.J. (2018) *A Dialogic Teaching Companion*. Routledge.

Reports on early school-based dialogic teaching initiatives

Alexander, R.J. (2003) *Talk for Learning: the first year*. Northallerton: North Yorkshire County Council.
<http://www.robinaalexander.org.uk/wp-content/uploads/2017/10/North-Yorks-report-03.pdf>

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<http://www.robinaalexander.org.uk/wp-content/uploads/2017/10/North-Yorks-report-04.pdf>

Alexander, R.J. (2005) *Teaching Through Dialogue: the first year*, London: Barking and Dagenham Council.
<http://www.robinaalexander.org.uk/wp-content/uploads/2015/02/Bardaglea-eval-report-05.pdf>

Miscellaneous articles, chapters and monographs

Alexander R.J., Willcocks, J., Nelson, N. (1996) 'Discourse, pedagogy and the National Curriculum: change and continuity in primary schools.' *Research Papers in Education*, 11:1, pp 83-122.

Alexander R.J. (1996) 'Task, time, talk and text: signposts to effective teaching?' In NCERT (ed) *School Effectiveness and Learning Achievement at the Primary Stage: International Perspectives*, pp 78-106. New Delhi: NCERT.

Alexander R.J. (1997) 'Unfinished journey: pedagogy and discourse in school effectiveness research'. In Kumar, K. (ed) *Studies on Classroom Processes and School Effectiveness at the Primary Stage*, pp 3-26. New Delhi: NCERT.

Alexander, R.J. (2001) 'Lessons for the chattering classes', *Times Educational Supplement*, 23 February.
<https://www.tes.com/news/tes-archive/tes-publication/lessons-chattering-classes>

Alexander, R.J. (2001) 'In any language, it's good to talk', *Times Educational Supplement*, 19 January.
<http://www.tes.co.uk/article.aspx?storycode=342696>

Alexander, R.J. (2003), 'Talk in teaching and learning: international perspectives', in QCA (ed) *New Perspectives on Spoken English*, QCA, pp 26-37.

Alexander, R.J. (2003) 'Oracy, literacy and pedagogy: international perspectives', in Bearne, E., Dombey, H., Grainger, T. (ed) *Interactions in Language and Literacy in the Classroom*, Open University Press, pp 23-35.

Alexander, R.J. (2004) 'Talking to learn', *Times Educational Supplement*, 6 March.
<http://www.tes.co.uk/article.aspx?storycode=389939>

Alexander, R.J. (2005) 'Talking to learn: oracy revisited', in Conner, C. (ed) *Teaching Texts*, Nottingham: National College for School Leadership, pp 75-93.

Alexander, R.J. (2006) 'The people's voice', *Times Educational Supplement*, 9 June.
<http://www.tes.co.uk/article.aspx?storycode=2250681>

Alexander, R.J. (2006) *Education as Dialogue: moral and pedagogical choices for a runaway world*, Hong Kong Institute of Education / Dialogos.

Wolfe, S. and Alexander, R.J. (2008) *Argumentation and dialogic teaching: alternative pedagogies for a changing world*, 18 pp, London: Futurelab.
<http://www.robinaalexander.org.uk/wp-content/uploads/2012/05/wolfealexander.pdf>

Alexander, R.J. (2008) 'Culture, dialogue and learning: notes on an emerging pedagogy', in Mercer, N. and Hodgkinson, S. (ed) *Exploring Talk in School*, Sage, pp 93-114.

Alexander, R.J. (2009) 'De l'usage de parole en classe: une comparaison internationale', *Revue Internationale d'Éducation de Sèvres*, 50, pp 35-48.
<http://www.robinaalexander.org.uk/wp-content/uploads/2017/10/De-l-usage-de-parole-en-classe.pdf>

Alexander, R.J. (2010) 'Speaking but not listening: accountable talk in an unaccountable context', (2009 UKLA International Conference keynote address), *Literacy* 44(3), pp 103-111.

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Multimedia materials

Alexander R.J. with Lewis, J., MacBeath, J., Tite, S., Wolfe, S., (2004) *Talking to Learn* (CD forming part of the pack *Learning-Centred Leadership*), Nottingham: National College for School Leadership.

Alexander, R.J., with North Yorkshire County Council (2006) *Talk for Learning: teaching and learning through dialogue* (CD/DVD pack with 24 lesson extracts and accompanying texts). *Regrettably, this is no longer available.*

Dialogue and the Cambridge Primary Review

The Cambridge Primary Review (supported by Esmée Fairbairn Foundation) makes dialogue, pupil voice and the empowerment of both children and teachers fundamental to educational advancement, building them into aims, the curriculum, teaching and learning, assessment and professional development.

Alexander, R.J. (ed) (2010) *Children, their World, their Education: final report and recommendations of the Cambridge Primary Review*, London: Routledge. See especially chapters 7 ('Children's development and learning'), 10 ('Children's voices'), 12 ('What is primary education for?'), 14 ('Towards a new curriculum') and 15 ('Rethinking pedagogy') <http://www.routledge.com/books/details/9780415548717/>

Talk reform and national policy

Robin Alexander also addresses the challenge of raising the profile and quality of classroom talk in a country where historically it has not been treated with the seriousness it deserves, either professionally or in education policy. The 2010-13 government review of the national curriculum presented an opportunity to encourage the much-needed cultural shift, and in February 2012, in response to Alexander's representations, the Department for Education (DfE) hosted a seminar to consider the issues and how they might be addressed. The DfE response to a Freedom of Information request revealed that his keynote at this seminar persuaded the government to give spoken language a more prominent place than was its initial inclination.

Alexander, R.J. (2012) *Improving Oracy and Classroom Talk in English Schools: achievements and challenges*. <http://www.robinalexander.org.uk/wp-content/uploads/2012/05/DfE-oracy-120220-Alexander-FINAL.pdf>.

Classroom talk, social disadvantage and educational attainment

Robin Alexander's latest venture, a joint 2014-17 project of the Cambridge Primary Review Trust and the University of York supported by the Educational Endowment Foundation, combines an independent randomised control trial with in-house quantitative and qualitative analysis of video data to assess the capacity of dialogic teaching, as developed by Alexander, to increase engagement and raise educational standards among children who are socially disadvantaged. Following the trial in 76 schools in three English cities during 2015-16, the Education Endowment Foundation published the evaluation report in July 2017. It showed that pupils whose teachers had received the dialogic teaching intervention made on average two months additional progress in tests in English, mathematics and science compared with their control group peers. These attainment gains were after an intervention lasting only 20 weeks.

Alexander, R.J., Hardman, F. and Hardman, J. with Rajab, T. and Longmore, M. (2017), 'Changing Talk, Changing Thinking: interim report from the in-house evaluation of the CPRT/UoY Dialogic Teaching Project', <http://www.robinalexander.org.uk/wp-content/uploads/2017/07/Alexander-et-al-EEF-in-house-interim-report-final-170714.pdf>

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Further information:

<http://cprtrust.org.uk/research/classroom-talk/>

<https://educationendowmentfoundation.org.uk/our-work/projects/dialogic-teaching/>