



UvA-DARE (Digital Academic Repository)

Learning in contexts. Four cases in higher education.

Bannink, E.A.

Publication date
2001

[Link to publication](#)

Citation for published version (APA):

Bannink, E. A. (2001). *Learning in contexts. Four cases in higher education*. in eigen beheer.

General rights

It is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), other than for strictly personal, individual use, unless the work is under an open content license (like Creative Commons).

Disclaimer/Complaints regulations

If you believe that digital publication of certain material infringes any of your rights or (privacy) interests, please let the Library know, stating your reasons. In case of a legitimate complaint, the Library will make the material inaccessible and/or remove it from the website. Please Ask the Library: <https://uba.uva.nl/en/contact>, or a letter to: Library of the University of Amsterdam, Secretariat, Singel 425, 1012 WP Amsterdam, The Netherlands. You will be contacted as soon as possible.

Downloaded from UvA-DARE, the Institutional Repository of the University of Amsterdam (UvA)
<http://dare.uva.nl/document/85119>

Description	CONTENTS
File ID	85119
Filename	UBA002000452_04.pdf

SOURCE, OR PART OF THE FOLLOWING SOURCE:

Type	Dissertation
Title	Learning in Contexts. Four cases in higher education.
Author	E.A. Bannink
Faculty	Faculty of Humanities University of Amsterdam
Year	2001
Pages	163

FULL BIBLIOGRAPHIC DETAILS:

<http://dare.uva.nl/record/91026>

Copyrights

It is not permitted to download or to forward/distribute the text or part of it without the consent of the copyright holder (usually the author), other than for strictly personal, individual use.

CONTENTS

Acknowledgements
About the provenance of the papers
Transcription conventions

INTRODUCTION

1

Research issues: methodology
About the organization of the study

1. RELEVANT RESEARCH AREAS AND THEORETICAL APPROACHES

9

- 1.1 The social analysis of context
- 1.2 Linguistic anthropology
 - 1.2.1 Participation frameworks
 - 1.2.2 Indexicality
- 1.3 Linguistic pragmatics: politeness theory
- 1.4 Discourse models
- 1.5 A social perspective on L2 classroom learning
- 1.6 Ethnography of education
 - 1.6.1 Discontinuities between home and school cultures: macro-analysis
 - 1.6.2 Research into classroom culture: micro-analysis
- 1.7 Relevance to the study

2.	THE MA-THESIS AS MASTERPIECE: ON THE SOCIAL EMBEDDING OF ACADEMIC WRITTEN DISCOURSE	27
2.1	Introduction	
2.2	Theoretical background	
2.3	The data	
2.4	The institutionalized thesis writing procedure	
2.4.1	Routine procedures in the pre-thesis stage: formulating the proposal	
2.4.2	Routine procedures in the thesis stage: doing the research and producing the paper	
2.5	Institutional and cultural roles	
2.6	The tutorials	
2.7	Minimal requirements for theses as academic papers	
2.8	Accommodating the requirements	
2.9	Assigning a mark: implementing academic and other criteria	
2.10	Concluding remarks	
	Appendix: four profiles	
3.	NEGOTIATING THE PARADOXES OF SPONTANEOUS TALK IN ADVANCED L2 CLASSES	61
3.1	Introduction	
3.2	Theoretical framework: Discourse analysis	
3.2.1	Participation frameworks: speaker and hearer roles	
3.2.2	Structural dimensions of social situations: floors and subfloors	
3.3	Methodology and data collection	
3.4	The communicative language class: speech event context	
3.4.1	The organization of talk	
3.4.2	The role of the teacher	
3.5	The data	
3.5.1	Task 1: discourse ambiguity	
3.5.2	Task 1 revisited: off-record floors	
3.5.3	Task 2: unsuccessful contexts for participation and negotiation	
3.5.4	Task 2*: the original task revised	
3.5.5	Task 2* revisited: complex speaker roles	
3.6	Discussion	
3.7	Concluding remarks	
	Appendix	

**4. MIXED CULTURES IN IN-SERVICE TRAINING:
THE CASE OF DUTCH TRAINERS IN VIETNAM** **81**

- 4.1 Introduction: cultural codes
- 4.2 Theoretical framework
- 4.3 Internationalization and the Vietnam project
- 4.4 The pedagogical framework of the in-service course
- 4.5 Cultural systems
- 4.6 Data 1: dress codes revisited
- 4.7 Data 2: violating the rules of cultural conduct
- 4.8 Data 3: off-record floors
- 4.9 Evaluation
- 4.10 Conclusion

5. RECONTEXTUALIZING MICRO-TEACHING **97**

- 5.1 Introduction
- 5.2 Micro-teaching: redefining 'the situation'
- 5.3 Micro-teaching: a discourse approach
- 5.4 The data: background information
- 5.5 Data set 1. Metadata: the group reports
 - 5.5.1 Dimension 1. Constraints on 'type of task'
 - 5.5.2 Dimension 2. Participation and feedback
 - 5.5.3 Dimension 3. Asymmetrical classroom roles
 - 5.5.4 Dimension 4. Shared cultural knowledge
- 5.6 Data set 2. The video data: the mini-lessons
 - 5.6.1 Opening sequences
 - 5.6.2 Classroom and conversational turns
 - 5.6.3 Correction: face dimensions
- 5.7 Data set 3. The feedback session
 - 5.7.1 First part of class plenary: student and group (self-)evaluations
 - 5.7.2 Second part of class plenary: reframing 'faults' as shared cultural expectations
- 5.8 Recontextualizing micro-teaching: summary and discussion
- Appendix

6.	SUMMARY AND DISCUSSION OF RESULTS: IMPLICATIONS FOR TEACHER EDUCATION AND CLASSROOM RESEARCH	119
6.1	Summary of results	
6.2	Implications for classroom research and teacher education	
6.2.1	A discourse approach to classroom interaction and learning	
6.3	Structural features of interactions: four examples	
6.3.1	Structural features of interactions: role and gatekeeping dilemmas	
6.3.2	Structural features of interactions: the construction of an outsider	
6.3.3	Structural features of interactions: the construction of insiders	
6.3.4	Structural features of interactions: classroom management	
6.3.5	Summary and conclusions	
6.4	Towards a theory of practice	
6.4.1	Recommendations for teacher education	
6.4.2	List of main issues and implications	

BIBLIOGRAPHY	145
---------------------	------------

Summary in Dutch