Noting that improving teaching effectiveness is a major concern for those working toward educational reform, this annotated bibliography provides references to inform teachers at all levels and researchers about classroom interaction. The 40 references are confined to theory and research on verbal and nonverbal face-to-face interaction between teachers and students. (JC)
TEACHER-STUDENT INTERACTION IN THE CLASSROOM

An Annotated Basic Bibliography

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Improving teaching effectiveness is a critical concern in this time of educational reform. The quality of teacher-student interaction is assumed to play a major role in student academic success. Thus, this bibliography provides references to inform teachers at all levels and researchers about classroom interaction.

The concept of "Teacher-Student Interaction" can encompass a wide range of activities; for the purposes of this bibliography, interaction shall refer only to verbal or nonverbal behaviors that a teacher engages in either as speaker or listener when involved with students in face-to-face situations. This eliminates references on planning strategies, evaluation techniques, student-student interaction, parent-teacher interaction, etc.

This bibliography provides references to guide the reader to pertinent theory and research on teacher-student interaction, and includes several practical sources as well.

This landmark text describes research involving the ending of verbal behavior during spontaneous classroom communication.

This study identifies nonverbal behaviors related to teacher immediacy. Results indicated a positive relationship between teacher immediacy and student attitudes and achievement.

Contains original essays which discuss instructional communication processes and surrounding issues. This text is appropriate for pre- and in-service teachers. Of special note are chapters on classroom interaction by Friedrich and nonverbal immediacy by Andersen and Andersen.

Authors discuss a broad range of communication concerns—from self-concept to conflict in the classroom—in a manner appropriate for both prospective and in-service teachers. Information compatible with a variety of teaching philosophies and subject matter.

The authors view teaching as a language game between teachers and students. Their research introduced the notion of 4 basic categories of pedagogical moves—structuring, soliciting, responding and reacting.

One study in a line of research which identifies and explicates relationships between teacher communicative behavior, specifically, clarity of explanation, and student cognitive processing of targeted reading skills.

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Civikly, Jean M. (Ed.). (1986). Communicating in College Classrooms. San Francisco: Jossey Bass. An edited volume which includes essays on such communication related variables as communication apprehension in the college classroom, communicator style, nonverbal communication and humor, written by some of the most highly respected scholars in their areas.

Cooper, Pamela J. (1984). Speech Communication for the Classroom Teacher, 2nd ed. Dubuque, Iowa: Garsuch Scarisbrick. A text designed for courses which focus both on the communication factors which operate in the classroom contexts and instructional methods appropriate for the teaching of speech. The author carefully includes activities and reflection questions within each chapter.

Daly, John A. and John T. Korinek. (1980). "Instructional Communication Theory and Research: An Overview of Classroom Interaction." In Dan Nimmo (Ed.), Communication Yearbook 4. New Brunswick: Transaction Books, pp. 515-532. (ERIC ED 201 026) These authors provide an extensive review and synthesis of selected research findings on classroom interaction, as well as a brief discussion of conceptual and methodological issues facing researchers. Excellent set of references. Also in this same text are three empirical studies that examine various teacher behaviors: Kearney and McCroskey; Norton and Nussbaum; Nussbaum and Scott.


Green, Judith L., Harker, Judith O., and Golden, Joanne, M. (1987). "Lesson construction: Differing Views." In George W. Noblit and William T. Pink, (Eds.) Schooling in Social Context: Qualitative Studies. Norwood, NJ: Ablex, pp. 46-77. This chapter presents a synthesis of three recent approaches to the examination of teacher-student interaction and classroom life: a sociolinguistic, a semantic propositional, and a literary text analysis approach. The theme of the studies discussed is that meaning is constructed by teacher and students as they interact with one another and with objects during instructional events.

A book-length reporting of an ethnographic research project examining the ways that children learn to use language at home and at school in two communities in the southeastern United States. Several chapters provide detailed descriptions of the interaction patterns characteristic of the two schools.

After introducing some basic concepts of human communication, this text discusses them in the context of the instructional setting.

This text provides a synthesis of research on the relationship between teacher behavior and pupil self-concept, as well as a theoretical perspective for the research.

A text designed to provide pre- and in-service teachers with information relevant to communication processes in classrooms. The book is divided into three sections: foundations of communication in the classroom, factors influencing the communication process in classrooms, and communication skills which have been identified as useful in the classroom context.

Reports results of qualitative case studies of the instructional communication patterns of two elementary school teachers in gifted classrooms.

An admirable attempt to synthesize significant findings of teacher effectiveness research and present only the "facts." This effort encourages readers to draw their own conclusions about such research and goes so far as to teach the reader how to read and interpret the tables of results presented. Studies represented are limited to grades three and below, especially those focusing on low socio-economic status students. An important resource for teacher educators.

This research monograph focuses on pupil processing of sociolinguistic information and teacher information processing, and also examines relationships between classroom interaction and pupil achievement.

This chapter highlights particular teacher behaviors (associated with a dramatic communicator style) which have been found to correlate with measures of teaching effectiveness. Three separate but related studies are reviewed.

A thorough review of process-product research. Carefully identifies student learning outcomes that have been linked to factors related to teacher-student interaction.

Reports the findings of two studies which suggest that the kinds of behavior-control techniques that teachers use influence the degree of satisfaction they have about teaching and students.

This empirical study reported results that student perception of instructor communicator styles and self-disclosure is related to student evaluation of teaching ability.

This text is appropriate for both pre- and in-service teachers. It is divided into two sections: the first dealing with foundational issues and second dealing with the issues of application. Of particular note is the treatment of diversity in the classroom including discussions of cultural diversity and handicapped students.

This volume describes observation systems useful for researchers interested in classroom interaction.


A comprehensive review of nonverbal research in the educational setting. Useful discussion of the research in light of educational theory and the process-product research model. Exceptional set of references.


A careful, richly descriptive microethnography of a particular classroom's social and academic life. The book presents detailed account of the researcher's methods, decisions, and findings. A good resource for prospective and in-service teachers as well as those interest in sociolinguistic and/or ethnographic research of educational contexts.


One investigation in a line of work which examines teacher communication concern as a construct for instructional communication theory development. This study employs a qualitative case study approach and identifies relationships between a university teacher's communication concerns and his classroom-communication behavior.


This essay categorizes and synthesizes empirical studies of communication and instruction published from 1974 to 1982. Of the six categories of research, three are of interest to teacher-student interaction researchers: teacher characteristics, student characteristics, and teaching strategies.


Classroom teachers were asked to identify the competencies needed by effective speech/drama teachers. Several of the categories of competencies involve teacher-student interaction.


In this study the Critical Incident Technique is used to elicit from elementary and middle school teachers which student communication behaviors they labeled competent and contributing to classroom achievement. A six-category system reveals that "classroom management" factors seemed to contribute to student success. Results raise the question: is the "model student" the most competent?

Wilkinson, Louise Cherry. (Ed.). (1982). *Communication in the Classroom.* New York: Academic Press. This edited volume presents theoretical and empirical work in the sociolinguistic tradition of examining language use and communication in actual classrooms. Essays are contributed by authors from a variety of disciplines including psychology, education, linguistics, sociology, and anthropology and discuss a wide range of classroom communication phenomena.


A review of empirical research examining nonverbal communication behaviors they relate to classroom teaching. Emphasis is given to guiding future research directions.

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Citations followed by EJ numbers are education-journal articles annotated in *Current Index to Journals in Education* (CIJED), the ERIC monthly index. The journal articles may be found in your libraries.

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