

Habermas: moral discourse

1. success oriented, comprising (non-social) instrumental action and (social) strategic action
2. communicative action
3. critical discourse
4. the ideal speech situation

Literature: Morality in classroom discourse

9 studies 2000-2012

4 elementary or primary / 1 Middle / 3 secondary / 1 miscellaneous

3 investigate justice vs care or similar

7 interpretive, 1 DA, 1 content analysis

Research questions

- What is moral activity in the English language classroom?
- How do teachers in the English language classroom negotiate moral conflicts?

Methodology and participants

- Semi-structured 50-minute interviews
- 3 bilingual EAP teachers

Professional practice questions

9 Describe your favourite classroom activity (why do you enjoy it)?

10 Describe your preferred way to assess students

11 How do you deal with difficult (in what way?) students?

12 Describe the worst moment in your teaching career (eg classroom incident). How did you resolve it?

(13 What's more important to you, being fair or showing you care?)

14 What other tensions do you experience in your teaching (eg complying with formal requirements, form filling, inspections)? What is the tension between? What do you do?

Anecdotes

Anecdotes are ... rarely mere recitations of the facts, usually providing a way for those telling them to work through and even ... discover their emotional reactions to the events in their lives.

(Sprod 2001: 194-195)

Direct speech

‘Direct speech is more often used at the climax of a story.’

‘Lawyers assume direct reported speech is more accurate and consequently more reliable than other forms.’

(Holt 2000: 434)

Task

- Discuss extracts on handout
- Apply Habermas' communication types

Implications

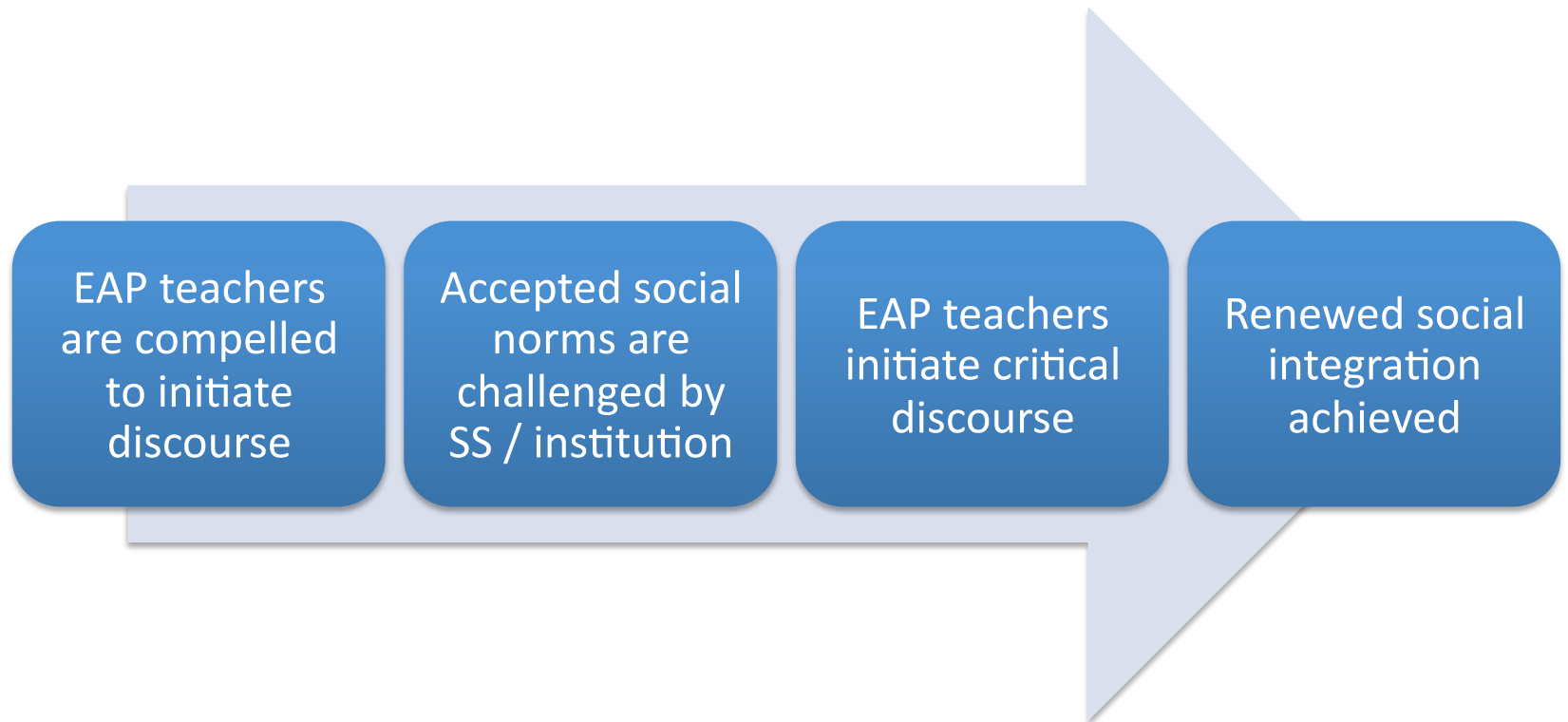
EAP teachers are compelled to initiate discourse

Institutions can corrupt the discourse

Learners can refuse to engage

EAP teachers become demoralised and deprofessionalised

Alternative implications



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Thank you!

Any questions?



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