

**One Voice International Conference and Forum for Educators
July 5-9, 2008
San Francisco, CA**

**Rethinking Teachers as Interpersonal Communicative Practitioners:
Classroom Communities of Speech**

B. Lara Lee, M.A., Ph.D.

Abstract

This paper represents a segment of discovery observed through dissertation research.¹ The current focus, herein, specifically conveys the vital need for a *pedagogy of language* that enables educators as well as students to negotiate Self and Other through communication and dialogue within a unique speech community formed in classroom dynamics. More precisely, a gap exists demonstrating the lack of vision in recognizing that educators are *Interpersonal Communicative Practitioners* within classroom communities of speech. This absence of understanding the critical role of communicative connection is reflected in classrooms around this country from K-12, and within colleges and universities. Most disastrous, is the loss of opportunities to improve educational and social inequities through effective communication practices and action. The breadth of research investigated crosses all academic disciplines; with a concentration on communicative studies, sociology of language, education theories, cultural, critical, race, sex-gender studies, as well as emancipatory pedagogy and praxis. The topic is much too vast for a comprehensive discussion herein. Therefore, fundamental research and experiential knowledge concerning the role of educators as *Interpersonal Communicative Practitioners* is demonstrated. Pivotal areas include: *Understanding and Negotiating Self and Other, Ritual of Social Interaction, Classroom Communities of Speech and Emancipatory Pedagogy and Praxis*.

¹ Lee, B. L. (2006). *A Classroom of her Own: Hegemonic Discursive Disempowerment of the Female Progressive Educator within Higher Education*©. Winston-Salem, NC: Wake Forest University.

One Voice International Conference and Forum for Educators
July 5-9, 2008
San Francisco, CA
Rethinking Teachers as Interpersonal Communication Practitioners:
Classroom Communities of Speech
B. Lara Lee, PhD
Email: blaralee@triad.rr.com

Abstract
Introduction

Part I: Educators as Interpersonal Practitioners
Pedagogic Creed
Reflexive Practice

Part II: Negotiating Self and Other
Selfhood(s)
Emotional/Multiple Intelligences

Part III: Ritual of Social Interaction
Authentic Communication
Politeness/Impoliteness

Part IV: Classroom Communities of Speech
Classroom Climate and Culture
Mutual Discursive Empowerment

Part V: Emancipatory Pedagogy and Praxis
Dialogic Encounter/Dialectic Engagement
Experiential and Service Learning

Part VI: Concluding Thoughts
Preservice Training
Professional Development

References
Resources