Numerous trends in the development of the concept of teacher knowledge are eminent. There is the extension of the term to include societal issues. As well, one finds an emerging focus on the personal aspects of knowledge. The role of context in shaping teacher knowledge plays an essential role in the analyzed papers, reflecting changes in the milieu of schooling. The core approach of inquiry in the studied papers is qualitative, informative.

If a discourse understanding system is to be able to assemble the meaning of a multifaceted discourse fragment (such as a story or an elaborate description) out of the meanings of the utterances constituting the fragment, it needs a correct structural analysis of it. Such an analysis is also necessary to assign a correct semantic interpretation to clauses as they occur in the discourse.

Dealing with linguistic structures above the clause level is an enterprise which differs in an essential way from the more common variant of linguistic activity which tries to describe the internal structure of the verbal symbols people exchange. Discourse linguistics do not study static verbal objects, but must be involved with the social process which produces the discourse, with the ways in which the discourse participants manipulate the obligations and possibilities of the discourse situation, and with the ways in which their talk is enforced and framed by the structure of this discourse situation which they themselves created.
Teachers carry in them the knowledge required for teaching; this is the nature of the revolution in how we think about classroom practice. Teachers don’t just apply knowledge; they create their personal-practical knowledge of teaching.

Teacher’s practical inquiry information, using a description approach of inquiry, and the informative construction of teacher stories, establish a new hypothetical approach to the study of teacher understanding. From my own point of view, it basically implies what I perceive is what I know, what I observed is what I acquire.

References: