

**Molinari, L., Mameli, C., (2010). “Classroom dialogic discourse: an observational study”. *Procedia Social and Behavioral Sciences*, 2, 3857-3860.**

**Abstract.** The aim of our study is to investigate the classroom discourse interactive sequences generated by the teachers’ questions. For this purpose, we collected observational data in three Italian primary school classes through the videorecordings of several activities. Analyses were carried out on all questions that teachers directed to their pupils, and on the successive sequence of interaction (answers by pupils and uptake by teachers). The results show that classroom practices are dominated by patterns of discourse which are more concerned with the teacher telling and controlling the interaction than with the construction of collective and real dialogic discourse.