

Discourse Analysis And Language Teaching

Exploring Classroom Discourse

Steve Walsh 2011-03-08

Routledge Introductions to Applied Linguistics consists of introductory level textbooks covering the core topics in Applied Linguistics, designed for those entering postgraduate studies and language professionals returning to academic study. The books take an innovative "practice to theory" approach, with a 'back to front' structure which takes the reader from real life problems and issues in the field, then enters into a discussion of intervention and how to engage with these concerns. The final section concludes by tying the practical issues to theoretical foundations. Additional features include tasks with commentaries, a glossary of key terms, and an annotated further reading section. This book looks particularly at the

relationship between language, interaction and learning.

Providing a comprehensive account of current perspectives on classroom discourse, the book aims to promote a fuller understanding of interaction, regarded as being central to effective teaching and introduces the concept of classroom interactional competence (CIC). The case is made in this book for a need not only to describe classroom discourse, but to ensure that teachers and learners develop the kind of interactional competence which will result in more engaged, dynamic classrooms where learners are actively involved in the learning process. This approach makes an invaluable resource for language teachers, as well as students of language and education, and language acquisition within the field of applied linguistics.

Discourse in English

Language Education John Flowerdew 2012-11-27
Discourse in English Language Education introduces students to the major concepts and questions in Discourse Studies and their applications to language education. Each chapter draws on key research to examine critically a particular approach in the field, providing a review of important literature, examples to illustrate the principal issues concerned and an outline of the implications for their application to pedagogy. Features include: coverage of a broad range of approaches in the field, including Systemic Functional Linguistics and Register, Speech Acts, the Cooperative Principle and Politeness, Conversation Analysis, Genre Analysis, Critical Discourse Analysis and Corpus Linguistics analysis of a wide range of discourse examples that include casual conversation, newspapers, fiction, radio, classrooms, blogs and real-life learner texts a selection of illustrations and tables carefully chosen to

enhance students' understanding of different concepts and approaches stimulating discussion questions at the end of each chapter, specially designed to foster critical thinking, reflection and engagement with the topics covered. Engaging, accessible and comprehensive, Discourse in English Language Education richly demonstrates how Discourse Studies can inform the teaching of English and other languages, both as a foreign language and in the mother tongue. It will be essential reading for upper undergraduates and postgraduates with interests in Applied Linguistics, TESOL and Language Education. *Discourse Analysis for Language Teaching* 2007 Produced principally for postgraduate unit ECL756 (Discourse analysis for language teaching) offered by the Faculty of Education's School of Education in Deakin University's Flexible Learning Program.

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Second Language Teaching

Claire J. Kramsch 1981

Discourse Analysis and Second Language Teaching

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Discourse and Language

Education Evelyn Hatch
1992-01-31 Discourse and Language Education is part of the Cambridge Language Teaching Library series.

TESOL Discourse Analysis for Language Teaching 2005

Produced principally for postgraduate unit ECL756 (Text analysis for language teaching) offered by the Faculty of Education's School of Social and Cultural Studies in Education in Deakin University's Open Campus Program.

Discourse Analysis for Language Teachers Michael

McCarthy 1991-05-02 A practical introduction to the field of discourse analysis and its relevance for language teaching.

Language as Discourse Michael

McCarthy 2014-07-22 In this book Michael McCarthy and Ronald Carter describe the discursial properties of

language and demonstrate what insights this approach can offer to the student and teacher of language. The authors examine the relationship between complete texts, both spoken and written, and the social and cultural contexts in which they function. They argue that the functions of language are often best understood in a discursial environment and that exploring language in context compels us to revise commonly-held understandings about the forms and meanings of language. In so doing, the authors argue the need for language teachers, syllabus planners and curriculum organisers to give greater attention to language as discourse.

Discourse Perspectives on Second And/or Foreign Language Teaching and Learning Dogan Yuksel 2013

Discourse can be understood as the sum of linguistic usages and metalinguistic manners about a social practice. It examines language-in-use with the help of the tools that would

enable us to get a deeper understanding of what is said or unsaid. Analysis of discourse would help us understand social, cultural, psychological and academic dynamics that are interwoven in the utterances of interlocutors as they use language. This book covers a range of theoretical and applied studies on the examination of discourse in various second and foreign languages learning and teaching contexts. Basically, it includes studies that specifically focus on different aspects of discourse in the teaching of all four skills; reading, writing, listening and speaking. Three theoretical chapters on conducting discourse analysis research, the use of corpus linguistics and historical review of discourse analysis perspectives enrich the scope and content of the book. Researchers from different teaching and learning settings, including Turkey, China, and the USA, contributed to this volume. The target audience of the book are undergraduate and graduate

students in different foreign and second language departments, and teachers, researchers and academicians of foreign and second languages. "Discourse Perspectives on Second and/or Foreign Language Teaching and Learning" will facilitate the understanding of discourse by portraying empirical and theoretical studies on discourse. It covers quite different perspectives (eg: sociocultural theory of mind perspective, critical discourse analysis and psychological and/or mainstream perspectives) of various topics in discourse (eg: classroom interaction, written discourse, corpus linguistics, oral interviews, discourse of blogs, technology and discourse, etc). The first three chapters provide a review of discourse and how it is conceptualised to various target groups of people (e.g., graduate students, teachers, researchers and academicians) assuming no prior knowledge. The other chapters focus on different aspects of discourse both in

and outside the classroom. This book provides teachers, learners and researchers of second and/or foreign languages with the tools to analyse and/or examine language inside and outside their classrooms.

Discourse analysis applied to english language teaching in colombian contexts: theory and methods

Wilder Yesid, Escobar Alméciga 2016-02-29
By moving away from instrumental views of language, the book *Discourse Analysis Applied English Language Teaching in Colombian Contexts: Theory and Methods* situates the teaching and learning of English as a foreign language along a broader spectrum of socio-culturally elaborated discursive dynamics. To offer this complex and multifaceted perspective, it presents five discourse studies informed by diverse methodologies, and aims to provoke further and deeper considerations around the issue of English teaching and learning in Colombian

contexts. Similarly, this work also exemplifies academic community building where different institutions, researchers and students have partnered to inquire into, understand, and share their findings regarding EFL teaching and learning in Colombia.

Discourse Analysis and Language Teaching

Janika Johanna Marley 2010-08 DA and language teaching
The present thesis "Discourse analysis and language teaching: An Analysis of Vocabulary Diversity in the Transcripts of The Bold and the Beautiful and Its Practical Applications to Language Teaching" investigates the variety of soap opera vocabulary within the framework of discourse analysis. Based on theoretical sources and subjective observations it was assumed that many of the vocabulary items used in the series would be recycled in successive episodes. In order to verify the claim ten episodes were scrutinized resulting in a 20

000 word corpus that was divided into nouns, verbs, adjectives and adverbs. The corpus was compared against the Longman Corpus Network database that includes 3000 most commonly used word in English. It became evident that the majority of the vocabulary items belongs to the list therefore it may be claimed that the language level of the soap opera is not beyond an average English language learner. Based on the vocabulary of the ten episodes the author also suggests three different types of exercises that can be used in the English language classroom.

Classroom Discourse and Teacher Development Steve Walsh 2013-05-20 Highlights the importance of classroom discourse to any second language teacher education programme Reflective practice is central to teacher education and development, yet is something that many teachers struggle with. Can reflective practice be refocused by asking teachers to place classroom interaction and discourse at

the centre of their reflections? In this accessible textbook, Steve Walsh explains why it is essential to put an understanding of classroom discourse at the centre of any second language teacher education programme, whether it is a formal programme under the guidance of a teacher educator or a more informal, self-directed programme of teacher development. He argues that in order to improve their professional practice, language teachers need to gain a detailed, up-close understanding of their local context by focusing on the complex relationship between teacher language, classroom interaction and learning. In order to do this he revisits and reconceptualises the notion of reflective practice by giving teachers appropriate tools which allow them to reflect on and improve their professional practice. This thought-provoking book not only stimulates debate on classroom discourse and reflective practice, but also contains practical exercises and advice

which will be invaluable to both new and experienced language teachers as well as to researchers in applied linguistics. Task commentaries, a glossary of technical terms and an annotated list of further reading are also included.

Discourse and Context in Language Teaching Marianne Celce-Murcia 2000 Discourse and Context in Language Teaching: A Guide for Language Teachers is part of the Cambridge Handbooks for Language for Language Teachers series.

Discourse Analysis for Language Teaching Zosia Golebiowski 2010 Produced principally for postgraduate unit ECL756 (Discourse analysis for language teaching) offered by the Faculty of Arts and Education's School of Education in Deakin University's Flexible Learning Program.

Longman Dictionary of Language Teaching and Applied Linguistics Jack C. Richards 2013-11-04 This best-selling dictionary is now in its 4th edition. Specifically written

for students of language teaching and applied linguistics, it has become an indispensable resource for those engaged in courses in TEFL, TESOL, applied linguistics and introductory courses in general linguistics. Fully revised, this new edition includes over 350 new entries. Previous definitions have been revised or replaced in order to make this the most up-to-date and comprehensive dictionary available. Providing straightforward and accessible explanations of difficult terms and ideas in applied linguistics, this dictionary offers: Nearly 3000 detailed entries, from subject areas such as teaching methodology, curriculum development, sociolinguistics, syntax and phonetics. Clear and accurate definitions which assume no prior knowledge of the subject matter helpful diagrams and tables cross references throughout, linking related subject areas for ease of reference, and helping to broaden students' knowledge The Dictionary of Language Teaching and Applied

Linguistics is the definitive resource for students. An Introduction to Discourse Analysis Malcolm Coulthard 2014-09-25 The central concern of this book is the analysis of verbal interaction or discourse. This first six chapters report and evaluate major theoretical advances in the description of discourse. The final chapters demonstrate how the findings of discourse analysis can be used to investigate second-language teaching and first-language acquisition and to analyse literary texts.

Using Corpora to Learn about Language and Discourse Linda Lombardo 2009 Considerable progress has been made in the use of corpora for research purposes to describe language in use, and more recently, through a CADS (corpus assisted discourse studies) approach, to identify the discourse features of specific text genres. While the potential benefits of working with corpora in the classroom have been recognised, there has been a lag in the promulgation

of guidelines for carrying out meaningful corpus work with language learners and teachers in mind. The papers in this volume aim to make a contribution toward filling that gap by providing an in-depth account of innovative corpus work, most of which has actually been carried out with real learners in the classroom. Authors provide valuable insights into ways of structuring corpus work for specific target learners, as well as suggestions for resolving problematic issues that have arisen and avoiding errors that have been made with learners and in their own research and experimentation. The transparency and honesty with which they present their methodology and results, along with the successful techniques they have developed, constitute a step forward in defining good (and bad) practice in the use of corpora in learning.

On Discourse Analysis in Classrooms David Bloome 2008 This book in the NCRL Collection provides an introductory discussion of

discourse analysis of language and literacy events in classrooms. The authors introduce approaches to discourse analysis in a way that redefines traditional topics and provokes the imagination of researchers. For those who have limited knowledge of discourse analysis, this book will help generate new questions about literacy events in classrooms. For those familiar with this research perspective, it will map diverse new approaches. "Offers examples of classroom discourse with analyses that researchers and practitioners can use as the basis for pursuing their own analyses." —Rob Tierney, Dean, Faculty of Education, University of British Columbia "On Discourse Analysis provokes us to rethink discourse analytic approaches as generative tools that can open up new ways of seeing language and literacy events in classrooms. The authors richly illustrate the complexity and potential of discourse analysis studies with cases that orient us to foreground the local with

broader cultural, historical, and social relations in ways that make evident what it means to be human. On Discourse Analysis provides a fresh approach to discourse analysis studies." —Kris Gutierrez, University of California at Los Angeles *Advances in Spoken Discourse Analysis* Malcolm Coulthard 2013-01-11 This collection reviews 20 years of research into Spoken Discourse by the Birmingham group, allowing, for the first time, a developmental perspective. It combines previously published but unavailable work with new research. Bringing together recent theories of discourse structure, with a new and detailed analytic framework, the book emphasises both historical context and new developments. The articles are comprehensive, ranging from the theoretical to the highly applied. Practical applications include language teaching, literary stylistics and forensic linguistics with examples taken from literature and language classrooms, telephone

conversations, disputed witness statements and corpuses of spoken English.

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