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Discourse analysis applied to english language teaching in colombian contexts: theory and methods Wilder Yesid, Escobar Almécia 2016-02-29

Academic Language Mastery: Conversational Discourse in Context Jeff Zwiers 2016-07-22 By now it’s a given: if we’re to help our ELLs and SELs access the rigorous demands of today’s content standards, we must cultivate the “code” that drives school success: academic language. Look no further for assistance than this much-anticipated series from Ivannia Soto, in which she invites field authorities Jeff Zwiers, David and Yvonne Freeman, Margarita Calderon, and Noma LeMoine to share every teacher’s need-to-know strategies on the four essential components of academic language. The subject of this volume is conversational discourse. Here, Jeff Zwiers reveals the power of academic conversation in helping students develop language, clarify concepts, comprehend complex texts, and fortify thinking and relational skills. With this book as your roadmap, you’ll learn how to: Foster the skills and language students must develop for productive interactions Implement strategies for scaffolding paired conversations Assess student’s oral language development as you go It’s imperative that our ELLs and SELs practice academic language in rich conversations with others in school, especially when our classrooms may be their only opportunities to receive modeling, scaffolding, and feedback focused on effective discourse. This book, in concert with the other three volumes in the series, can provide both a foundation and a framework for accelerating the learning of diverse students across grade levels and disciplines.

Contexts of Co-Constructed Discourse Lori Czerwionka 2021-07-28 This collection showcases cutting-edge developments in co-construction in discourse. Drawing on the pioneering work of Dale A. Koike, the volume contributes new understandings of how speakers jointly negotiate meanings, contexts, identities, and social positions in interaction. The volume is organized around three key themes in co-construction—co-constructed discourse, pragmatics in discourse, and teaching and assessment of discourse—and builds on the introductory chapter that situates the discussion on context and co-construction as fundamental to understanding meaning-making in interaction. Drawing on interdisciplinary perspectives across strands of linguistics and education, chapters explore both the contextual elements that frame co-constuction processes and the distinct dynamics between action and language use across a wide range of interactional contexts, including sports commentary, interviews, everyday conversation, classroom discourse, and digitally mediated settings. Taken together, the book highlights the impact of Koike’s contributions on existing research in pragmatics and discourse and exhibits the potential for her work to frame scholarship on emerging interactional contexts. This volume will be of particular interest to students and researchers in discourse studies, pragmatics, applied linguistics, second language studies, and language education, as well as those interested in interaction across diverse contexts.

English Language Teaching in Its Social Context Christopher Candlin 2001 This text includes a selection of commissioned and classic articles that introduce a range of theories of second language acquisition and the contested explanations of effective language learning.

Discourse and Context in Language Teaching Marianne Celce-Murcia 2000 Recommends that language teachers incorporate discourse and pragmatics in their teaching if they wish to implement a communicative approach in their classrooms. The authors show how a discourse perspective can enhance the teaching of traditional areas of linguistic knowledge and language skills.

APPLIED DISCOURSE AND CONTEXT IN LANGUAGE TEACHING 2019 Discourse and Context Teun A. van Dijk 2010-02-11 How do social situations influence language use, discourse and conversation? This book is a monograph which presents a multidisciplinary theory of context and the way context influences language use and discourse. Unlike in earlier approaches, contexts are not defined as objective social ‘variables’, such as gender or age. Rather, they are constructs of the participants themselves, that is, ‘subjective definitions of the communicative situation’ that are made explicit in the sociocognitive notion of context models. These models dynamically control all language use, make sure that discourses are appropriate in the communicative situation and hence are
the basis of pragmatics. In this book, context models are studied especially from a (socio) linguistic and cognitive perspective. In another book published by Cambridge University Press, Society and Discourse, Teun A. van Dijk develops the social psychological, sociological and anthropological dimensions of the theory of context. Classroom Discourse Analysis Betsy Rymes 2015-12-07 This second edition of Classroom Discourse Analysis continues to make techniques widely used in the field of discourse analysis accessible to a broad audience and illustrates their practical application in the study of classroom talk, ideal for upper-level undergraduate and graduate students in discourse analysis, applied linguistics, and anthropology and education. Grounded in a unique tripartite “dimensional approach,” individual chapters investigate interactional resources that model forms of discourse analysis teachers may practice in their own classrooms while other chapters provide students with a thorough understanding of how to actually collect and analyse data. The presence of a number of pedagogical features, including activities and exercises and a comprehensive glossary help to enhance students’ understanding of these key tools in classroom discourse analysis research. Features new to this edition reflect current developments in the field, including: increased coverage of peer interaction in the classroom greater connecting analysis to curricular and policy mandates and standards-based reform movements sample excerpts from actual student classroom discourse analysis assignments a new chapter on the repertoire approach, an increasingly popular method of analysis of particular relevance to today’s multilingual classrooms Teaching Grammar in Second Language Classrooms Hossein Nassaji 2011-03-17 Recent SLA research recognizes the necessity of attention to grammar and demonstrates that form-focused instruction is especially effective when it is incorporated into a meaningful communicative context. Designed specifically for second-language teachers, this text identifies and explores the various options for integrating a focus on grammar and a focus on communication in classroom contexts and offers concrete examples of teaching activities for each option. Each chapter includes a description of the option, its theoretical and empirical background, examples of activities illustrating in a non-technical manner how it can be implemented in the classroom, questions for reflection, and a list of useful resources that teachers can consult for further information. Discourse and Language Education Evelyn Hatch 1992-01-31 Discourse and Language Education is part of the Cambridge Language Teaching Library series. Discourse analysis describes how such communication is structured, so that it is socially appropriate and linguistically accurate. This book gives practical experience in analyzing discourse and the study of written language. The analyses show the ways we use linguistic signals to carry out our discourse goals and the differences between written and spoken language as well as across languages. This text can be used as a manual in teacher education courses and linguistics and communications courses. It will be of great interest to second language teachers, foreign language teachers, and special education teachers (especially those involved with the hearing impaired). Contexts of Competence Margie Berns 2013-06-29 The introduction of communicative competence as the goal of second and foreign language teaching has led to recognition of the role of context in language learning and use. As communicative competence is defined by the social and cultural contexts in which it is used, no single communicative competence can serve as the goal and model for all learners. This recognition has had an impact on program design and materials development. One significant change is that the choice of a teaching method is no longer the primary concern. Instead, the first step for the program designer is becoming familiar with the social and cultural features of the context of the language being taught. This includes a consideration of the uses speakers make of the language, their reasons for using it, and their attitudes toward it. Contexts of Competence: Social and Cultural Considerations in Communicative Language Teaching explores the relationship between context and competence from a theoretical and practical perspective. Its audience is applied linguists in general and language teaching practitioners in particular. The overall aim of its five chapters is to provide a framework for consideration of various contexts of language learning and use and to guide the implementation and development of models of communicative language teaching that are responsive to the context-specific needs of learners. 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 and Language Learning Across L2 Instructional Settings Eva Alcón Soler 2012-11 Studies on discourse and language learning originated in the field of general education and they focused on first language learning environments. However, since 1980s research on discourse and language learning broadened the scope of investigation to respond.

Discourse and Context in Language Teaching Marianne Celce-Murcia 2000 Recommends that language teachers incorporate discourse and pragmatics in their teaching if they wish to implement a communicative approach in their classrooms. The authors show how a discourse perspective can enhance the teaching of traditional areas of linguistic knowledge and language skills.

Learning how to Request in an Instructed Language Learning Context Eva Alcón Soler 2008 Interlanguage Pragmatics (ILP) is a field of growing interest. Focussing on the speech act of requesting, the volume provides information about opportunities for pragmatic learning and how pragmatics can be integrated into instructional foreign language learning contexts. In addition, the research reported here provides methodological insights for those interested in investigating ILP from a second language acquisition perspective. The reader will also encounter some research issues worth examining in relation to pragmatic language learning. Topics include the use of assessment instruments in measuring learners' perception and production of different pragmatic issues, the long-term effects of instruction, and the effectiveness of different teaching approaches.

The Cultural Context in Foreign Language Teaching Martin Pütz 1997 The present book is a collection of selected papers held at the 23rd International LAUD Symposium on -The Cultural Context in Communication Across Languages- (26-31 March 1997) in Duisburg, Germany. The papers included in this volume highlight several aspects pertaining to the cultural dimension of foreign language teaching and learning. The topics covered range from theoretical accounts on text, language, and culture through to empirically-based aspects of non-native discourse as well as sociolinguistic and cultural awareness in foreign language teaching. Finally, the volume brings together contributions from a wide variety of languages and cultural settings. "The Cultural Context in Foreign Language Teaching" will interest students of educational linguistics and language pedagogy, intercultural communication and discourse analysis.

Discourse in Content and Language Integrated Learning (CLIL) Classrooms Christiane Dalton-Puffer 2007-09-27 The label CLIL stands for classrooms where a foreign language (English) is used as a medium of instruction in content subjects. This book provides a first in-depth analysis of the kind of communicative abilities which are embodied in such CLIL classrooms. It examines teacher and student talk at secondary school level from different discourse-analytic angles, taking into account the interpersonal pragmatics of classroom discourse and how school subjects are talked into being during lessons. The analysis shows how CLIL classroom interaction is strongly shaped by its institutional context, which in turn conditions the ways in which students experience, use and learn the target language. The research presented here suggests that CLIL programmes require more explicit language learning goals in order to fully exploit their potential for furthering the learners' appropriation of a foreign language as a medium of learning.

The Power of Context in Language Teaching and Learning Jan Frodesen 2005 THE POWER OF CONTEXT IN LANGUAGE TEACHING AND LEARNING provides a highly accessible, in-depth study of the relationship between discourse and the context of language teaching and learning. A tribute to Marianne Celce-Murcia's groundbreaking and distinguished work, this text contains a strong combination of theory and practice that will benefit any language teacher or student.

Discourse and Genre 2018-03-17 Language as Discourse Michael McCarthy 2014-07-22 In this book Michael McCarthy and Ronald Carter describe the discoursal 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 discoursal 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.

Context in Language Learning and Language Understanding Kirsten Malmkjær 1998-10-08 The papers in this volume represent varied views on the role of context in language learning.

Investigating the Learning of Pragmatics across Ages and Contexts 2019-08-05 The present volume embraces a series of studies on pragmatic issues taking into account different contexts and ages thus allowing for wider perspectives on interlanguage pragmatics.

Second-language Discourse in the Digital World Ilona Vandergriff 2016-08-17 Second-language Discourse in the Digital World illustrates a new, practice-driven approach to technology in second-language (L2) learning that begins with what L2 users do when they connect with others online. With its rich set of examples from a number of different languages and a variety of digital platforms, in and beyond the classroom, this book provides a structured account of L2 computer-mediated discourse. The book is divided into four sections. Section I considers how new media have changed language learning. Section II is about L2 participation in digital forms and practices in online communities. Sections III centers around L2 linguistic and other semiotic practices, including the use of multimodal and multilingual resources while section IV analyzes social practices to explore how networked L2 users build, maintain and challenge
relationships. Written in accessible style, the volume will be an important read to anyone interested in L2 use and learning in Web 2.0. Finalist for the AAAL 2019 book award.

The Handbook of Language Teaching Michael H. Long 2011-08-15 Bringing together an international and interdisciplinary team of contributors, this Handbook is a wide-ranging and invaluable reference guide to language teaching. A comprehensive reference work on language teaching, which combines the latest research findings, coverage of core topics, and examples of teaching experience from a variety of languages and settings. Provides a unique breadth of coverage, including: the psycholinguistic underpinnings of language learning; social, political, and educational contexts; program design; materials writing and course design; teaching and testing; teacher education; and assessment and evaluation. Offers a balanced evaluation of the major positions and approaches, including examining the increasingly important social and political context of language teaching. Written by an international and interdisciplinary group of authors from a dozen different countries; English is only one of the many languages used as examples throughout the volume.

Language in Use Andrea E. Tyler 2005-03-23 Language in Use creatively brings together, for the first time, perspectives from cognitive linguistics, language acquisition, discourse analysis, and linguistic anthropology. The physical distance between nations and continents, and the boundaries between different theories and subfields within linguistics have made it difficult to recognize the possibilities of how research from each of these fields can challenge, inform, and enrich the others. This book aims to make those boundaries more transparent and encourages more collaborative research. The unifying theme is studying how language is used in context and explores how language is shaped by the nature of human cognition and social-cultural activity. Language in Use examines language processing and first language learning and illuminates the insights that discourse and usage-based models provide in issues of second language learning. Using a diverse array of methodologies, it examines how speakers employ various discourse-level resources to structure interaction and create meaning. Finally, it addresses issues of language use and creation of social identity. Unique in approach and wide-ranging in application, the contributions in this volume place emphasis on the analysis of actual discourse and the insights that analyses of such data bring to language learning as well as how language shapes and reflects social identity—making it an invaluable addition to the library of anyone interested in cutting-edge linguistics.

Language in the Context of Use Andrea Tyler 2008-08-27 The volume explores key convergences between cognitive and discourse approaches to language and language learning, both first and second. The emphasis is on the role of language as it is used in everyday interaction and as it reflects everyday cognition. The contributors share a usage-based perspective on language - whether they are examining grammar or metaphor or interactional dynamics - which situates language as part of a broader range of systems which underlie the organization of social life and human thought. While sharing fundamental assumptions about language, the particulars of the areas of inquiry and emphases of those engaged in discourse analysis versus cognitive linguistics are diverse enough that, historically, many have tended to remain unaware of the interrelations among these approaches. Thus, researchers have also largely overlooked the possibilities of how work from each perspective can challenge, inform, and enrich the other. The papers in the volume make a unique contribution by more consciously searching for connections between the two broad approaches. The results are a set of dynamic, thought-provoking analyses that add considerably to our understanding of language and language learning. The papers represent a rich range of frameworks within a usage-based approach to language. Cognitive Grammar, Mental Space and Blending Theory, Construction Grammar, ethnomethodology, and interactional sociolinguistics are just some of the frameworks used by the researchers in this volume. The particular subjects of inquiry are also quite varied and include first and second language learning, signed language, syntactic phenomena, interactional regulation and dynamics, discourse markers, metaphor theory, polysemy, language processing and humor. The volume is of interests to researchers in cognitive linguistics, discourse and conversational analysis, and first and second language learning, as well as signed languages.

Pragmatic Competence and Foreign Language Teaching Alicia Martinez Flor 2003 This volume includes eleven chapters written by well-known specialists in foreign language teaching and interlanguage pragmatics: K. Bardovi-Harlig, D. Boxer, C. Clennell and S. Nichols, A. Cohen, M. A. Dufon, J. House, H. Kobayashi and C. Rinnert, A.J. Meier, M. P. Safont, P. Salazar, and A. Trosborg. The authors bring together both theoretical and empirical studies dealing with pragmatic competence and its teachability: they review the latest studies carried out in the field, examine issues of developmental pragmatics in the classroom, describe various projects and analyses of different pragmatic aspects, provide evidence of the benefits of explicit teaching of pragmatics, and suggest interesting activities to develop learners’ pragmatic knowledge.

Discourse in Context: Contemporary Applied Linguistics Volume 3 John Flowerdew 2014-02-25 Featuring internationally renowned academics, this volume provides a snapshot of the field of applied linguistics, and illustrates how linguistics is engaging with the idea of 'context'. The book treats discourse as language in the contexts of its use in and above the level of the sentence and as systems of knowledge and beliefs. In using the term context(s), the book understands this as different situations in which discourse is produced and, on the other, how analysts construe context in their work. The volume is thus concerned with language in its context of use (little d discourse), but at the same time, more specifically, in individual chapters, with particular discourses as they are manifested in
particular contexts (big D discourses). Well known discourse analysts contribute chapters focussing on different contexts with which they are familiar, viz. business, education, ethnicity and race, gender and sexuality, history, intercultural contexts, lingua franca contexts, media, place, politics, race, and the virtual world. It brings together researchers from different approaches, but all with a commitment to the study of language in context. The contributors themselves represent different approaches to discourse analysis: conversation analysis, corpus linguistics, critical discourse analysis, ethnographic discourse analysis, mediated discourse analysis, multimodal discourse analysis, systemic functional linguistics. Readers are invited to compare and contrast these different contexts and approaches.

Discourse Analysis in the Language Classroom: Students as Discourse Analysts/Language Researchers: The Spoken Language Heidi Riggenbach 1999

Context and Culture in Language Teaching Claire Kramsch 1993-06-17

This is an attempt to redraw the boundaries of foreign language study. It focuses attention not just on cultural knowledge as a necessary aspect of communicative competence, but as an educational objective in its own right, as an end as well as a means of language learning. Winner MLA Kenneth W Mildenberger Prize

The Routledge Handbook of Critical Discourse Studies John Flowerdew 2017-07-06

The Routledge Handbook of Critical Discourse Studies provides a state-of-the-art overview of the important and rapidly developing field of Critical Discourse Studies (CDS). Forty-one chapters from leading international scholars cover the central theories, concepts, contexts and applications of CDS and how they have developed, encompassing: approaches analytical methods interdisciplinarity social divisions and power domains and media. Including methodologies to assist those undertaking their own critical research of discourse, this Handbook is key reading for all those engaged in the study and research of Critical Discourse Analysis within English Language and Linguistics, Communication, Media Studies and related areas.

Context and Culture in Language Teaching and Learning Michael Byram 2003

The chapters in this book all address the significance of the relationship between the aims and methods of language teaching and the contexts in which it takes place. Some consider the implications for the ways in which we research language teaching; others present the results of research and development work.

Grammar, Meaning, and Concepts Susan Strauss 2018-05-10

Grammar, Meaning, and Concepts: A Discourse-Based Approach to English Grammar is a book for language teachers and learners that focuses on the meanings of grammatical constructions within discourse, rather than on language as structure governed by rigid rules. This text emphasizes the ways in which users of language construct meaning, express viewpoints, and depict imageries using the conceptual, meaning-filled categories that underlie all of grammar. Written by a team of authors with years of experience teaching grammar to future teachers of English, this book puts grammar in the context of real language and illustrates grammar in use through an abundance of authentic data examples. Each chapter also...
provides a variety of activities that focus on grammar, genre, discourse, and meaning, which can be used as they are or can be adapted for classroom practice. The activities are also designed to raise awareness about discourse, grammar, and meaning in all facets of everyday life, and can be used as springboards for upper high school, undergraduate, and graduate level research projects and inquiry-based grammatical analysis. Grammar, Meaning, and Concepts is an ideal textbook for those in the areas of teacher education, discourse analysis, applied linguistics, second language teaching, ESL, EFL, and communications who are looking to teach and learn grammar from a dynamic perspective.

Discourse Analysis Brian Paltridge 2012-08-30 This is the new edition of Discourse Analysis: An Introduction, an accessible and widely-used introduction to the analysis of discourse. In its 10 chapters the book examines different approaches to discourse, looking at discourse and society, discourse and pragmatics, discourse and genre, discourse and conversation, discourse grammar, corpus-based approaches to discourse and critical discourse analysis. The book includes the following features: - A full companion website, featuring student and lecturer resources - A new chapter on multimodal discourse analysis - Chapter summaries outlining the key areas covered - Updated examples drawn from film, television, the media and everyday life - Explanations of technical terms in each chapter - Discussion tasks and data analysis projects at the end of each chapter - Student exercises and answer keys for each chapter - Suggestions for further reading This engagingly written introduction to discourse analysis is essential for students encountering discourse analysis for the first time, whether at undergraduate or postgraduate level. It should be on every reading list.

The Context of Language Teaching Jack C. Richards 1985-04-26 This is an important collection of papers by a distinguished personality in the field. Topics covered include second language acquisition, syllabus design, methodology and methods, listening, speaking, vocabulary and grammar. Issues in applied linguistics are summarised and presented with clarity and their practical implications explored, thus making the vital connection between theory and practice in language teaching. Language teachers and students of applied linguistics will find this collection contains a wide range of recent work in linguistics presented in a lucid and highly accessible form.

Classroom Discourse in EFL Teaching: A Cross-cultural Perspective Katrin Strobelberger 2012-03 This study analyses examples of classroom discourse, one of the most important influences on students? experience in schools, in EFL classes. The central idea of the author's enquiry is to compare classroom discourse in two secondary schools in two European countries, namely Austria on the one hand, and Spain on the other hand. The focus of the study is on EFL classes taught by a team of a non-native speaker teacher and a native speaker assistant. The purposes of this study are to gain insights into classroom communication, to compare classroom discourse in two different countries to see whether culturally specific rules of classroom communication might apply, and to investigate the contact situation of two different (if existent) communication strategies in classroom discourse. Therefore, the study aims to answer the following research question: Do the cultural modes of classroom communication in EFL classes (taught by a team of a teacher and an assistant) differ from each other? The data needed for this study were collected by means of video-recording; audio-portions were transcribed; and the data was analysed using methods of Conversational Analysis. The author focuses in particular on turn-taking, the occurrence of the IRE / IRF sequence and simultaneous speech, as well as restarts and pauses. The analysis shows how certain conversational structures, such as simultaneous speech or the IRE / IRF sequence, work in classroom discourse. The results hint at different cultural modes of classroom communication, the main differences concerning the presence of the teacher in the discourse, the degree of smoothness with which the discourse proceeds and the students? degree of involvement in communication. Furthermore, the data shows that different communication strategies are indeed used in classes taught by a team. Interaction with an assistant might increase students? talking time and might, if the assistant is given enough freedom, also result in more fluent student discourse. In addition, the data suggests that some communication strategies are preferable in the context of EFL teaching with the aim of enhancing communicative competence, namely not interfering with regard to content, not selecting next speakers, and offering open discussion activities.