

# **Discourse and Language Education**

***EVELYN HATCH***



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# Discourse And Language Education

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## **Discourse And Language Education:**

Discourse and Language Education Evelyn Hatch, 1992-01-31 Discourse and Language Education is part of the Cambridge Language Teaching Library series      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 and language learning across L2 instructional settings* ,2012-01-01 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 to second and foreign language environments Recently the emergence of new language learning contexts such as computer mediated communication multilingual settings or content and language integrated contexts requires further research that focuses on discourse and language learning From this perspective the present volume aims to broaden the scope of investigation in foreign language contexts by exploring discourse patterns in the classroom and examining the impact of factors such as gender explicitness of feedback or L1 use on language learning through discourse With that aim in mind this volume will bring together research that investigates discourse in various instructional settings namely those of primary secondary and university L2 learning environments content and language integrated contexts and other new language learning settings The number and variety of languages involved both as the first language e g English Finnish Basque Spanish Japanese French Italian Catalan as well as the target foreign language e g English French Italian Japanese Spanish makes the volume specially attractive Additionally the different approaches adopted by the researchers participating in this volume such as information processing sociocultural theory or conversation analysis widen the realm of investigation on discourse and language learning Finally the strength of the volume also lies in the range of educational settings primary

secondary and tertiary education and the worldwide representation of contributors across seven different countries namely those of Spain France Austria Finland Germany Canada Australia and the United States The uniqueness of the volume is due to its eclectic and comprehensive nature in tackling instructional discourse Worldwide outstanding researchers like Julianne House Carme Muñoz Ute Smit Tarja Nikula or Roy Lyster to quote but a few adopt different perspectives in this joint contribution that will certainly broaden the scope of research on language learners discourse *Language as Discourse* Michael McCarthy, Ronald Carter, 2014-07-22 In this book Michael McCarthy and Ronald Carter describe the discursive 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 discursive 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 **Classroom Discourse** Courtney B. Cazden, 1988 Readers will emerge from the book with a better understanding of the significance of quality teacher student talk and some of the most important research and researchers Discourse and Language Education, Evelyn Hatch, 1992-01 **Discourse Analysis and Second Language Teaching** Claire J. Kramsch, 1981 **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 Education* Marilyn Martin-Jones, Anne-Marie de Mejía, Nancy H. Hornberger, 2010-07-31 This volume surveys the research on discourse and education adopting the broadest definition of discourse Discourse as talk in interaction commonly espoused in studies of classroom discourse since the 1970s Discourse as ways of understanding and

constituting the social world the critical post structuralist view of discourse as a source of power Several themes resonate across the four sections and the chapters within them Widening the scope of enquiry combining approaches to discourse Linking the study of discourse with ethnography Dealing with the changing nature of contemporary patterns of communication This is one of ten volumes of the Encyclopedia of Language and Education published by Springer The Encyclopedia bears testimony to the dynamism and evolution of the language and education field as it confronts the ever burgeoning and irrepressible linguistic diversity and ongoing pressures and expectations placed on education around the world

*Oral Discourse and Education* Bronwyn Davies, David Corson, 1997 This work examines spoken language as a field of study looking at the various ways in which we can both theorize the place of talk in education and examine the way talk is actually done in educational settings It brings quite different and important perspectives to the study of education It is relevant to teachers at primary secondary and tertiary levels and for researchers interested in spoken language in educational contexts

*Investigating Classroom Discourse* Steve Walsh, 2006-04-18 Introducing language use and interaction as the basis of good teaching and learning this invaluable book equips teachers and researchers with the tools to analyze classroom discourse and move towards more effective instruction Presenting an overview of existing approaches to describing and analyzing classroom discourse Steve Walsh identifies the principal characteristics of classroom language in the contexts of second language classrooms primary and secondary classrooms and higher education settings A distinct feature of the book are the classroom recordings and reflective feedback interviews from a sample group of teachers that Walsh uses to put forward SETT Self Evaluation of Teacher Talk as a framework for examining discourse within the classroom This framework is used to identify different modes of discourse which are employed by teachers and students to increase awareness of the importance of interaction and to maximize learning opportunities This book will appeal to applied linguists teachers and researchers of TESOL as well as practitioners on MEd or taught doctorate programmes

*Critical Language Awareness* Norman Fairclough, 2014-06-17 The proliferation of language awareness has now led to a need for a reassessment of the nature and functions of language awareness This accessible collection of essays addresses that need in developing a more rigorous and critical theoretical underpinning for what language awareness is and should do In particular it argues that there needs to be a greater awareness of the social and political issues and the context within which language awareness work is set

*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

**Language Learning, Discourse and Communication** Weronika Szubko-Sitarek, Łukasz Salski, Piotr Stalmaszczyk, 2013-10-29 This volume brings together papers on a wide spectrum of topics within the broad area of language acquisition stressing the interconnections between applied and theoretical linguistics as well as language research methodology These contributions in honor of Professor Jan Majer have been grouped in two sections language learning and discourse and communication The former discusses issues varying from aspects of first second and third language acquisition individual learner differences i.e. gender attitudes learning strategies and second language research methodology to the analysis of features of learner spoken language the role of feedback in foreign language instruction and the position of culture in EFL textbooks The second part of the volume offers a theoretical counterbalance to the applied nature of the first one Here the contributions touch upon spoken and written language analysis language awareness and aspects of the English language also selected issues of language philosophy are discussed The wide range of topics covered in the publication authored by specialists in their respective areas reflects Professor Majer's academic interests and corresponds to the complex nature of the general field the volume aims to portray

**Bridging Discourses in the ESL Classroom** Pauline Gibbons, 2018-10-18 Bridging Discourses in the ESL Classroom is concerned with the nature of talk in multilingual classrooms Examining the interactions between students learning in and through English as a second language and their teachers this book identifies the patterns of discourse which support and enable both second language development and the learning of curriculum knowledge These patterns are bridging discourses combining the everyday language used by the student with the specialised language of the academic register Drawing on second language acquisition research and systemic functional linguistic theory in particular the work of Halliday and Vygotsky Pauline Gibbons develops tools to view classroom talk through a powerful interdisciplinary lens Putting forward an innovative new theory of classroom discourse analysis this book focuses on applying theory to practice This is an invaluable resource for all teachers researchers and students of linguistics and education

*Approaches to Summarization* Barbara Seidlhofer, 1995

**Language Diversity and Classroom Discourse** Ceil Lucas, 1994 This book describes language diversity and classroom discourse language use in the classroom in which children are dialect speakers Specifically the authors observed and videotaped a wide range of activities including whole groups with the teacher small groups with and without the teacher and one on one interaction in kindergarten fourth and sixth grade classrooms The book is a description of what was found Classroom language use is discussed in terms of language functions The book also includes a discussion of why dialect is an issue and an overview of how dialect has been dealt with by researchers and practitioners Finally dialect diversity in the classroom is considered in

light of the relationship between language education and society at large The study is unique in that it provides a quantitative as well as qualitative picture of language use in the classroom with dialect speakers

**Testing the Untestable in Language Education** Amos Paran, Lies Sercu, 2010 The testing and assessment of language competence continues to be a much debated issue in foreign language teaching and research This book is the first one to address the testing of four important dimensions of foreign language education which have been left largely unconsidered learner autonomy intercultural competence literature and literary competence and the integration of content and language learning Each area is considered through a theoretical framework followed by two empirical studies raising questions of importance to all language teachers How can one test literary competence Can intercultural competence be measured What about the integrated assessment of content and language in CLIL and teaching Is progress in autonomous learning skill gaugeable The book constitutes essential reading for anyone interested in the testing and assessment of seemingly largely untestable aspects of foreign language competence The title of this book is well chosen Despite the apparent oxymoron this collection of papers succeeds in addressing important issues of educational policy and theory with the precision born of empirical work combined with discussion of principles This book will open new options for testers for teachers and for those who make policy decisions Michael Byram School of Education University of Durham UK

*Language, Education and Discourse* Joseph Foley, 2004-04-29 This collection of essays by leading functional linguists presents the latest perspectives on language and discourse in educational settings Language Education and Discourse is divided into two sections Part one covers early childhood and the growing development of a language system from the basic semiotic system of the infant This is followed by an analysis of the beginnings of literacy in kindergarten the introduction to writing in primary school and the ideological content of reading material Part two furthers this analysis by looking at discourse in secondary and tertiary education The contributors pose questions about the role and importance of teaching grammar in the school system and finally examine how to refine the discourse of education This book will be useful to academics interested in the latest functional perspectives on language and education

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



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