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# Discourse Analysis And Language Teaching

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Discourse and Context in Language Teaching  
Bridging Discourses in the ESL Classroom  
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## **ALANNAH MYA**

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*Discourse and Context  
in Language Teaching*  
Universidad del Bosque  
Contributions in this  
book illustrate the  
many methods  
available for  
researching language  
in context and for the  
analysis of everyday  
text types. Each  
chapter highlights  
language as a resource  
for the expression of  
meanings—a social  
semiotic resource. Text  
analysis is used to  
reveal our capacity to  
formulate multiple  
meanings for  
participation in  
different social  
practices—in  
relationships, in work,  
in education and in  
leisure. The approach  
is applied in text-based

teaching and in the  
critical analysis of  
public discourses. The  
texts come from  
different social spheres  
including banking,  
language classes,  
senate hearings,  
national tests and  
textbooks, and interior  
architecture. Text-  
based research makes  
a major contribution to  
Critical Discourse  
Analysis. The editors  
and authors of this  
book demonstrate the  
value of text analysis  
for awareness of the  
role of language for  
accountable citizenship  
and for teaching and  
learning. This book will  
be of interest to  
anyone researching in  
the fields of language  
learning and teaching,  
functional linguistics,  
multimodality, social  
semiotics, systemic  
functional linguistics,  
text-based teaching,

and genre analysis, as well as literacy teachers and undergraduate and postgraduate students of linguistics, media and education.

Bridging Discourses in the ESL Classroom

Routledge

A practical introduction to the field of discourse analysis and its relevance for language teaching.

Discourse Analysis & Second Language

Teaching John

Benjamins Publishing

With English-medium higher education burgeoning in Europe and elsewhere outside the English-speaking world, this book is the first to offer an ethnographically-embedded analysis of such classroom discourse by taking cognizance of English functioning as a lingua

franca (ELF) in international student groups. By virtue of investigating one such educational programme in its entirety, the study also enlarges the present knowledge on ELF discourse as it offers novel insights into the interactional dynamics that shape and develop an educational community of practice.

*Teaching and Researching: Speaking*

Multilingual Matters

This book's innovative approach proposes Language for Teaching Purposes as a distinct field of enquiry and practice within Language for Specific Purposes. It uses robust theoretical and empirical evidence to demonstrate the specificity of language used by teachers teaching language, and

the complex decisions teachers make around language choice and use in language classrooms. These complexities are shown to affect Non-native Speaker Language Teachers in particular so that their language needs must be met in teacher training programmes. Set in the Anglophone foreign language teaching world, this book will appeal to anyone involved in teacher training, language teaching or the investigation of classroom discourse.

#### Approaches to Summarization

Newbury House  
This volume focuses on the post-observation feedback conference, a common feature of teacher education programs, and highlights the

importance of such talk in the development and evaluation of teachers and other professionals. The book adopts a linguistic ethnographic approach, which provides a framework for examining the contextual nature of the talk and how it is embedded within wider social contexts and structures, such as evaluation regimes. Drawing on data from a range of settings, including pre-service teacher education, medical education, and teacher appraisal programs, Copland and Donaghue examine the feedback conference from a range of perspectives, including face, identity and genre, and show how a nuanced understanding of discussions can

support teacher trainers, supervisors and observers to provide appropriate and useful feedback. A concluding chapter brings together brief vignettes from researchers active in the field to point to future directions for further study. This book will be of particular interest to students and researchers in discourse analysis, language education, linguistic anthropology, and professional communication, as well as pre- and in-service teachers.

The Research Process in Classroom Discourse Analysis Routledge

In a series of studies specially written for this volume, *Studying Speaking to Inform Second Language Learning* offers the

applied linguist research on spoken interaction in second and foreign languages and provides insights as to how findings from each of these studies may inform language pedagogy. The volume offers an interweaving of discourse perspectives: speech acts, speech events, interactional analysis, pragmatics, and conversational analysis.

Electronic Discourse in Language Learning and Language Teaching

Routledge

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.

*Exploring Classroom Discourse* Multilingual Matters

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.

### **Electronic Discourse in Language Learning and Language Teaching**

Routledge

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).

Studying Speaking to Inform Second Language Learning  
Springer

The book "A glance of fundamental issues in Language Education" will certainly give a positive contribution to the contemporary scholarship. As a professor at the Faculty of Languages and Arts, Universitas Negeri Jakarta, I am positive that the discussions in this book provide the readers with some prominent

contemporary development in Language Education. The book resonates and foregrounds what happens in language classrooms in modern societies. Finally, I do believe that students of language teaching, language teachers or anyone interested in the discipline will find this book valuable.

Using Corpora to Learn about Language and Discourse  
Cambridge University Press

New technologies are constantly transforming traditional notions of language use and literacy in online communication environments. While previous research has provided a foundation for understanding the use of new technologies in instructed second

language environments, few studies have investigated new literacies and electronic discourse beyond the classroom setting. This volume seeks to address this gap by providing corpus-based and empirical studies of electronic discourse analyzing social and linguistic variation as well as communicative practices in chat, discussion forums, blogs, and podcasts. Several chapters also examine the assessment and integration of new literacies. This volume will serve as a valuable resource for researchers, teachers, and students interested in exploring electronic discourse and new literacies in language learning and

teaching.

Text-Based Research and Teaching Springer

Discourse analysis is the study of spoken and written language in its social and psychological context.

This book explains the relevant theory, and applies it to classroom activities designed to improve students' discourse skills. The teacher is then shown how these activities may be further developed in specific teaching situations.

*Discourse in English Language Education*

Walter de Gruyter

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.

**Analysing Discourses in Teacher Observation Feedback**

**Conferences** Oxford University Press  
 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.

Discourse Analysis and the Study of Classroom Language and Literacy Events Oxford University Press

"This book takes cultural knowledge in language learning not only as a necessary aspect of communicative competence, but as an educational objective in its own right. If the aim of foreign language education is to foster cross-cultural awareness and self-realization, language pedagogy needs to come to grips with a range of fundamental issues: what do we mean by cultural context? Can discourse practices be taught like rules of grammar? What role does literature play in the

development of second language literacy? How can learners acquire both an insider's and an outsider's understanding of the foreign culture as expressed through its language? By exploring these and other issues, the book can help language teachers reflect on their profession and place it within its larger societal and educational context. In turn, they can help learners become not only skilful users of the language, but also active architects of a new cross-cultural world order."

Advances in Spoken Discourse Analysis Edinburgh University Press

Set in the rapidly changing world of the contemporary United Arab Emirates and

bringing together detailed linguistic analysis with cutting edge social theory, this book explores the development of the first cohort of students to complete a new Bachelor of Education in English language teaching, theorizing the students' learning to teach in terms of the discursive construction of a teaching identity within an evolving community of practice. Both a study of the influence of issues such as gender and nationalism in language teacher education in the Middle East, as well as of the power of discourse and community in shaping identity, this book will be of relevance to anyone working in teacher education as well as to those with an interest in

theorizations of discourse and identity. *Classroom Discourse and Teacher Development* Routledge  
 This book explores the use of online and face-to-face interactions in language teacher education (LTE) by assessing the formation and practices of a community of practice (CoP), and evaluating the roles discussions between student teachers and a peer tutor can play in terms of identity formation, articulating narratives, reflective practices, and maintaining affective relationships. The specific context within which this is embedded is a Teaching English to Speakers of Other Languages (TESOL) programme, often

known as English Language Teaching (ELT), at a third-level Irish institution. The data drawn on come from student teachers on a master's (MA) programme who interacted with a peer tutor (the researcher) via a number of modes (face-to-face and online). The approach to data analysis is a corpus-based discourse analytical one, which examines the linguistic features of student teacher and peer tutor talk; the features of CoP practices in the discourse; and how different modes of communication shape the nature of this discourse. Perceptive data from the student teachers is used to outline their reactions to the modes of communication and the activities they

participated in.

### **Discourse Analysis and Second Language Teaching**

Teachers College Press

In this book Michael McCarthy and Ronald Carter describe the discursal 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 discursal 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.

An Introduction to  
Critical Discourse  
Analysis in Education

Longman Publishing  
Group

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.

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

Peter Lang

Discourse in English Language Education is designed to introduce students to the major

concepts and issues in discourse analysis and its applications to language education, drawing on the key research from a range of approaches. This will be essential reading for upper undergraduates and postgraduates with interests in applied linguistics, TESOL and mother tongue language education.

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