

Discourse And Language Learning A Relational Approach To Syllabus Design

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Language as Discourse

Routledge
 Language and Literacy introduces the study of language as discourse as it is used by speakers and writers for authentic purposes.

Exploring Classroom Discourse

Routledge
 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.

Fundamentals of Formulaic Language

Longman Publishing Group
 Discourse and Language Learning Oxford University Press,
 USA
 Discourse and Language Education Cambridge University Press

Discourse Analysis and Second Language Teaching

Cambridge University Press
 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.

Language Learning, Discourse and Cognition

Georgetown University Press
 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.

The Handbook of Classroom Discourse and Interaction

Nova Science Publishers
 This book presents a number of solutions to the problems of studying variability in second language acquisition. It makes important contributions to methodological and theoretical issues in SLA, as well as to the role of these issues in general linguistics. *Language Learning, Discourse and Communication* Routledge
 This is the first book to address formulaic language directly and provide a foundation of knowledge for graduates and researchers in early stages of study of this important language phenomenon. It is also suitable for students of linguistics, applied linguistics, and language teacher education. The information that currently exists is scattered throughout articles and book chapters across a range of subfields of linguistics and applied linguistics. Over the past few decades there has been a steadily increasing interest and research focus on the phenomenon of formulaic language in the fields of linguistics and applied linguistics. Slowly, a consistent definition has emerged, centring around the idea that formulaic sequences are multi-word units with specific meanings or functions, and some evidence points to their being processed mentally as wholes. Researchers from diverse backgrounds have identified the nature and roles of formulaic sequences in language acquisition and production, in the construction of text and discourse, in spoken and written language, and in language teaching. The increasing volume, diversity, and complexity of the state of knowledge about this emerging area of study is marshalled by this intelligent and well-written book.

Language in Use

Bloomsbury Publishing
 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.

Social Interaction and L2 Classroom Discourse

Oxford University Press, USA
 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.

[Investigating Pragmatics in Foreign Language Learning, Teaching and Testing](#) Heinemann Educational Books

This book offers a close investigation of interactional practices in L2 classrooms. With an emphasis on the multimodal and multilingual resources, this is an essential study for researchers and postgraduate students in TESOL and Applied Linguistics. *Electronic Discourse in Language Learning and Language Teaching* Psychology Press

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.

[Discourse and Language Learning Across L2 Instructional Settings](#) John Benjamins Publishing Company

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.

Discourse Analysis and Second Language Teaching Multilingual Matters Limited

Summary: "Learning Discourses and the Discourses of Learning is an edited collection of papers exploring issues of teaching and learning in academic settings. The key theme of the volume is 'discourses' - especially as these relate to institutional policies, disciplinary practices and students' processes of learning in the academy. Particular attention is paid to the experiences of second-language students studying at Australian universities as well as those learning foreign languages in Australia. Employing a variety of methodologies and theoretical perspectives, the papers

in Learning Discourses are unified by a focus on rich and socially situated empirical data. The book addresses issues highly pertinent to the dynamic character of contemporary higher education in Australia, one dominated by trends towards the internationalisation and professionalisation of university programs, and the growing intercultural nature of social and academic interactions. Part one covers issues of discourse and change, exploring processes of discourse acquisition and production in a range of disciplinary contexts, along with the nexus between academic and professional discourses. Part two deals with broader issues of the participation and socialisation of students in second-language-use situations, ranging from macro (social planning and policy) issues to the micro (interpersonal) level. Part three looks at the social mediation of foreign language learning covering a range of tertiary and secondary settings in Australia and has a particular focus on Japanese as a foreign language."--Publisher description.

[Studying Speaking to Inform Second Language Learning](#) John Benjamins Publishing

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.

Language and Literacy Walter de Gruyter

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.

[Discourse and Learning](#) Edinburgh University Press

This book addresses some of the most fundamental questions that can be asked about target language (TL) acquisition in the classroom context, namely 1. What is negotiated interaction? 2. What are the main discourse functions of negotiated interaction? 3. How frequent is negotiated interaction in TL classrooms, and does this frequency vary by proficiency level? 4. To what extent does the initiation of negotiation overlap with the negotiation of power in such a setting of unequal-power discourse as the TL classroom? The negotiation process allows TL learners to obtain 'comprehensible input', to receive 'negative input', and to produce 'comprehensible output'. Since these are key variables in the acquisition process, by researching the negotiation work occurring in TL classroom discourse, the book fully contributes to the understanding of the process of interlanguage development in TL classrooms and thereby has major implications for TL teaching and teacher training. The book also contributes to further the understanding of negotiated interaction from a sociolinguistic standpoint: the asymmetrical nature of negotiation work in TL classrooms reflects the role and power relationships, the social organization, as well as the tacit interactional and cultural rules that seem to be at work in the TL classroom context.

Negotiated Interaction in Target Language Classroom Discourse Monash University ePress

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.

[Critical Language Awareness](#) Routledge

Language Learning, Discourse and Cognition: Studies in the tradition of Andrea Tyler comprises a collection of original empirically and theoretically motivated studies at the nexus of discourse analysis, cognitive linguistics and second language learning. The thematic relationships between these subfields and links between the studies are laid out in introductory and concluding chapters. This edited volume is intended for both researchers and graduate students in linguistics and second language learning and teaching.

Cambridge University Press

In this challenging and at times controversial book, Ronald Carter addresses the discourse of 'English' as a subject of teaching and learning. Among the key topics investigated are: * grammar * correctness and standard English * critical language awareness and literacy * language and creativity * the methodological integration of language and literature in the curriculum * discourse theory and textual interpretation. Investigating English Discourse is a collection of revised, re-edited and newly written papers which contain extensive contrastive analyses of different styles of international English. These range from casual conversation to advertisement, poetry, jokes, metaphor, stories by canonical writers, public notices and children's writing. Ronald Carter highlights key issues for the study and teaching of 'English' for the year 2000 and beyond, focusing in particular on its political and ideological inflections. Investigating English Discourse is of relevance to teachers and students and researchers in the fields of discourse analysis, English as a first, second and foreign language, language and education, applied and literary linguistics.

Processing Instruction and Discourse Springer Science & Business Media

This comparative study explores two central questions in the study of first language acquisition: What is the relative impact of structural and functional determinants? What is universal versus language-specific during development? Maya Hickmann addresses these questions in three domains of child language: reference to entities, the representation of space, and uses of temporal-aspectual markings. She provides a thorough review of different theoretical approaches to language acquisition and a wide range of developmental research, as well as examining all three domains in English, French, German and Chinese narratives. Hickmann's findings concern the rhythm of acquisition, the interplay among different factors (syntactic, semantic, pragmatic) determining children's uses, and universal versus variable aspects of acquisition. Her conclusions stress the importance of relating sentence and discourse determinants of acquisition in a crosslinguistic perspective. Children's Discourse will be welcomed by those working in psychology and language-related disciplines interested in first language acquisition.

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