

# Discourse And Context In Language Teaching A For Language Teachers

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*Pragmatic Competence and Foreign Language Teaching* - Alicia Martínez 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.

**Analyzing English in a Global Context** - Anne Burns 2013-10-18

Devised in collaboration with the Open University and Macquarie University, Australia, Analysing English in a Global Context is specifically designed for the postgraduate student market, as well as for teachers of English as a second or foreign language throughout the world. This is a groundbreaking Reader which includes specially commissioned pieces as well as classic texts and provides a global perspective on the changing uses and forms of English and its impact on language teaching contexts. Students' skills in analysing these forms will be developed through an examination of the major functional models and their strengths and weaknesses.

**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.

Discourse - Guy Cook 1989-06-29

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 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.

**TESOL Student Teacher Discourse** - Elaine Riordan 2018-05-15

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.

**Learning context effects** - Carmen Pérez Vidal 2018

This book deals with the effects of three different learning contexts mainly on adult, but also on adolescent, learners' language acquisition. The three contexts brought together in the monograph include i) a conventional instructed second language acquisition (ISLA) environment, in which learners receive formal instruction in English as a Foreign Language (EFL); ii) a Study Abroad (SA) context, which learners experience during mobility programmes, when the target language is no longer a foreign but a second language learnt in a naturalistic context; iii) the immersion classroom, also known as an integrated content and language (ICL) setting, in which learners are taught content subjects through the medium of the target language—more often than not English, used as the Lingua Franca (ELF). The volume examines how these contexts change language learners' linguistic performance, and also non-linguistic, that is, it throws light on how motivation, sense of identity, interculturality, international ethos, and affective factors develop. To our knowledge, no publication exists which places the three contexts on focus in this monograph along a continuum, as suggested in Pérez-Vidal (2011, 2014), with SA as 'the most naturalistic' context on one extreme, ISLA on the other, and ICL somewhere in between, while framing them all as international classrooms. Concerning target languages, the nine chapters included in the volume analyze English, and one chapter deals with Spanish, as the target language. As for target countries in SA programmes, data include England, Ireland, France, Germany, and Spain in Europe, but also Canada, China, and Australia. While the main bulk of the chapters deal with tertiary level language learners, a language learning population which has received less attention by research thus far, one chapter deals with adolescent learners. Carmen Pérez-Vidal, Sonia López, Jennifer Ament and Dakota Thomas-Wilhelm all served on the organizing committee for the EUROSOLA workshop held at the Universitat Pompeu Fabra, Barcelona, in May 2016. It is from this workshop that this monograph was inspired

**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 Mildener Prize

*Context in Language Learning and Language Understanding* - Kirsten Malmkj'r 1998-10-08

The papers in this volume represent varied views on the role of context in language learning.

*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.

**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.

*Classroom Discourse Competence* - Katrin Thomson 2022-04-04

In language learning contexts, the role of the language teacher is a particularly crucial one: it is the teacher who, through and with their use of (the foreign) language, has a significant influence on the extent to which language learners are linguistically/cognitively activated, and thus determines whether processes of language learning are initiated and promoted, or perhaps even impeded or prevented. Thus, it is of utmost importance for language teachers to acquire a high level of classroom discourse competence (CDC) - a professional competence that goes far beyond the notions of FL proficiency and communicative competence. Located at the intersection of theory, classroom research and practical approaches to (E)FL teacher education, *Classroom Discourse Competence: Current Issues in Language Teaching and Teacher Education* offers university students, trainee teachers, in-service teachers and teacher educators a comprehensive conceptualization of CDC (Part I). Furthermore, the chapters in this book explore facets of CDC (Part II) and present good-practice examples of CDC development in the context of pre-service teacher education (Part III).

**Second Language Pragmatics and English Language Education in East Asia** - Cynthia Lee 2020-12-28

This edited collection addresses the link between second language pragmatics (including interlanguage and intercultural) research and English language education. The chapters use different contemporary research methods and theoretical frameworks such as conversation analysis, language-learners-as-ethnographers, discourse and interactional approaches and data in contexts (either in the region or overseas). The content explores and discusses the significance of learning and teaching of second language (L2) pragmatics in language education for learners who use English as a lingua franca for academic and intercultural communication purposes with native and non-native speakers of English, focusing on pragmatic actions, social behaviours, perceptions and awareness levels in three regions in East Asia - China, Japan and South Korea. It is an important contribution to the area of second language pragmatics in language education for East Asian learners. It recommends research-informed pedagogies for the learning and teaching of

interlanguage or intercultural pragmatics in regions and places where similar cultural beliefs or practices are found. This is an essential read for researchers, language educators, classroom teachers, readers who are interested in second language pragmatics research and those interested in second language acquisition and English language education in the East Asian context.

**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.

*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.

*Negotiated Interaction in Target Language Classroom Discourse* - Jamila Boulima 1999-06-15

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.

*Discourse Analytic Perspectives on STEM Education* - Juliet Langman 2017-05-23

This volume explores the nature of discourse in secondary and upper elementary mathematics and science

classrooms. Chapters examine conditions that support or hinder teachers and students, in particular language learners, in employing language as a tool for learning. The volume provides rich oral and written language examples from a range of classroom contexts to illustrate how linguistic practices affect students' appropriation and display of disciplinary specific knowledge. Chapters further explore linguistic practices through with the support of discourse analytic models that foreground the authentic classroom data with the aim of understanding the dynamics of the classroom. The authors investigate the intersection between discourse and learning from a range of perspectives, including an examination of key concepts such as intertextuality, interaction, mediation, scaffolding, appropriation, and adaptations. This volume offers concrete suggestions on how teachers might benefit from a discourse approach to teaching in the areas of mathematics and science.

*Classroom Discourse Competence* - Katrin Thomson 2022-04-04

In language learning contexts, the role of the language teacher is a particularly crucial one: it is the teacher who, through and with their use of (the foreign) language, has a significant influence on the extent to which language learners are linguistically/cognitively activated, and thus determines whether processes of language learning are initiated and promoted, or perhaps even impeded or prevented. Thus, it is of utmost importance for language teachers to acquire a high level of classroom discourse competence (CDC) - a professional competence that goes far beyond the notions of FL proficiency and communicative competence. Located at the intersection of theory, classroom research and practical approaches to (E)FL teacher education, *Classroom Discourse Competence: Current Issues in Language Teaching and Teacher Education* offers university students, trainee teachers, in-service teachers and teacher educators a comprehensive conceptualization of CDC (Part I). Furthermore, the chapters in this book explore facets of CDC (Part II) and present good-practice examples of CDC development in the context of pre-service teacher education (Part III).

*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.

*Authenticity in English Language Teaching* - Leo Will 2018

Authenticity is one of the most rampant buzzwords in ELT (English Language Teaching). Many have weighed in on what authenticity should mean and on how it may be achieved. The book at hand is an extensive analysis of authenticity as a term and as a concept within the academic field of ELT. The research data comprises virtually all definitions and conceptualizations of authenticity in the international ELT literature. However, only a limited number of texts contributes to what can be called an explicit negotiation of authenticity. A discourse analytical approach is taken to disentangle the hubbub of commentaries and to eventually extrapolate from it six distinct concepts which are attached to the term 'authenticity'. Michel Foucault's seminal theories are invoked, affording additional insights into discourse dynamics and power structures among individuals and institutions in ELT.

*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.

*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

*Discourse in English Language Education* - John Flowerdew 2013

*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.

*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-construction 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.

*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

*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.

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 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.

**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.

**Research in English Language Teaching** - Ruth Roux 2012-10

Research in English Language Teaching: Mexican Perspectives Teacher research takes different forms and serves a variety purposes, but it is conducted by teachers, individually or collaboratively, with the basic aim of understanding teaching and learning in context. In Mexico, teacher research is starting to gain momentum and newcomers search for guidance and examples. This book can be used by English language teachers, teacher educators and student teachers who want to develop their professional expertise by investigating learning and teaching in a systematic and organized way. It is also useful for undergraduate students of EFL teaching and applied linguistics who need to produce a thesis, or experienced teachers who want to develop a research project for the first time. Research in English Language Teaching: Mexican Perspectives combines basic general knowledge and practical advice with reports of research conducted in Mexican educational contexts. PART ONE offers an overview of research and discussion on the teaching-research nexus, and different ways to meet the challenges of doing research. PART TWO presents accounts of recent research in the national context, written by teacher researchers working for different public higher education institutions. These accounts reflect diverse theoretical approaches, topics, methods of data collection and analysis, and styles of reporting. PART THREE includes basic guidelines to write the most common research genres: thesis, conference paper, and research article. The final section contains a glossary of research terms."

**Pragmatics and Discourse** - Joan Cutting 2005-07-08

First Published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

Language Learning, Discourse and Communication - Weronika Szubko-Sitarek 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.

**Text-Based Research and Teaching** - Peter Mican 2016-12-26

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.

*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.

**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.

**Discourse and Genre** - Stephen Bax 2018-03-17

This accessible guide to discourse employs an innovative, inductive approach, with a clear focus on genre that allows students to examine language in context. Using real texts, students are shown how each dimension of discourse links together and are offered practical guidance on how to carry out a discourse analysis project.

**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.

**Language as Discourse** - Michael McCarthy 1994

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.

Research Methods in Language Teaching and Learning - Kate Mastruserio Reynolds 2022-01-13

A practical guide to the methodologies used in language teaching and learning research, providing expert advice and real-life examples from leading TESOL researchers *Research Methods in Language Teaching and Learning* provides practical guidance on the primary research methods used in second language teaching, learning, and education. Designed to support researchers and students in language education and learning, this highly accessible book covers a wide range of research methodologies in the context of actual practice to help readers fully understand the process of conducting research. Organized into three parts, the book covers qualitative studies, quantitative studies, and systematic reviews. Contributions by an international team of distinguished researchers and practitioners explain and demonstrate narrative inquiry, discourse analysis, ethnography, heuristic inquiry, mixed methods, experimental and quasi-

experimental studies, and more. Each chapter presents an overview of a method of research, an in-depth description of the research framework or data analysis process, and a meta-analysis of choices made and challenges encountered. Offering invaluable insights and hands-on research knowledge to students and early-career practitioners alike, this book: Focuses on the research methods, techniques, tools, and practical aspects of performing research Provides firsthand narratives and case studies to explain the decisions researchers make Compares the relative strengths and weaknesses of different research methods Includes real-world examples for each research method and framework to highlight the context of the study Includes extensive references, further reading suggestions, and end-of-chapter review questions Part of the *Guides to Research Methods in Language and Linguistics* series, *Research Methods in Language Teaching and Learning* is essential reading for students, educators, and researchers in all related fields, including TESOL, second language acquisition, English language teaching, and applied linguistics.

**Contexts of Competence** - Margie Berns 1990-09-30

The introduction of communicative competence as the goal of second and for eign 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 Commu nicative Language Teaching* explores the relationship between context and com petence 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.