

Discourse And Language Learning A Relational Approach To Syllabus Design

Discourse Analysis 101: What Is It & When To Use It (With Examples) Discourse and Language Education Cambridge Language Teaching Library THIS is the Best Book on Language Learning I've Ever Read: HERE'S WHAT IT SAYS 4 steps to learning a language with books Discourse Analysis for Language Teachers by Michael McCarthy: Book Review Bridging Social Conversations into Academic Discourse with English Language Learners Understanding Academic Discourse: A Guide for English Language Learners Ex-Professor Reveals Way to REALLY Learn Languages (according to science) Can you get fluent just by reading? LEARN ENGLISH | The BEST American Speeches (English Subtitles) You missed the best language learning video ever How I Read for Language Learning (Intensive and Extensive!) Reading or listening: what's the best way to learn? How to acquire any language NOT learn it! The Best Language Learning Apps (and Why Most Don't Work) Stephen Krashen on Language Acquisition Stephen D. Krashen - Language Acquisition Reading practice books for kids #oxfordreadingtree #englishreading Encouraging Academic Conversations With Talk Moves When you get new language books but have to focus on another language Why reading is great for learning a language Language Learning: Slips of Speech: 00 - Introduction by John H. Bechtel Discourse Analysis/The Study of Language/ George Yule Language as a social practice Applied Linguistics and Discourse Studies Pre-launching colloquium for the book Peer Discourse, Peer Learning | Part 1 How to REALLY learn a language in 2024 (a linguist explains) Language Discourse and Anxiety Stephen Krashen and Language Acquisition Classroom Discourse and the Space of Learning Discourse Analysis and Second Language Teaching Analyzing Discourse and Text Complexity for Learning and Collaborating Language and Identity Discourse Analysis and the Study of Classroom Language and Literacy Events Second Language Interaction in Diverse Educational Contexts Discourse and Language Learning Electronic Discourse in Language Learning and Language Teaching Discourse and Genre Discourse Perspectives on Second And/or Foreign Language Teaching and Learning Discourse in Content and Language Integrated Learning (CLIL) Classrooms Language as Discourse Establishing Scientific Classroom Discourse Communities Process and Relation in Discourse and Language Learning Talking to Adults Discourse and Language Learning Across L2 Instructional Settings

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Classroom Discourse and the Space of Learning Routledge

This book in the NCRL Collection provides an introductory discussion of discourse analysis of language and literacy events in classrooms. The authors introduce approaches to discourse analysis in a way that redefines traditional topics and provokes the imagination of researchers. For those who have limited knowledge of discourse analysis, this book will help generate new questions about literacy events in classrooms. For those familiar with this research perspective, it will map diverse new approaches. "Offers examples of classroom discourse with analyses that researchers and practitioners can use as the basis for pursuing their own analyses." —Rob Tierney, Dean, Faculty of Education, University of British Columbia "On Discourse Analysis provokes us to rethink discourse analytic approaches as generative tools that can open up new ways of seeing language and literacy events in classrooms. The authors richly illustrate the complexity and potential of discourse analysis studies with cases that orient us to foreground the local with broader cultural, historical, and social relations in ways that make evident what it means to be human. On Discourse Analysis provides a fresh approach to discourse analysis studies." —Kris Gutierrez, University of California at Los Angeles

Discourse Analysis and Second Language Teaching Cambridge University Press

This volume brings together the current theoretical interest in reconceptualizing second and foreign language learning from a sociocultural perspective on language and learning, with practical concerns about second and foreign language pedagogy. It presents a set of studies whose focus is on the empirical description of particular practices constructed in classroom interaction that promote the learning of a second or foreign language. The authors examine in detail the processes by which the learning of additional languages is accomplished in the interaction of a variety of classrooms and in a variety of languages. Not only will the findings from the studies reported in this volume help to lay a foundation for the development of a more expansive, sociocultural model of second and foreign language learning, but on a more practical level they will help language educators in creating a set of principles for identifying and sustaining classroom interactional

practices that foster additional language development. The volume is distinguished in three ways: * Following a Vygotskian perspective on development, the studies assume that language learning is a fundamentally pragmatic enterprise, intrinsically linked to language use. This breaks from a more traditional understanding of second and foreign language learning, which has viewed learning and use as two distinct phenomena. The importance of classroom interaction to additional language development is foregrounded. * The investigations reported in this book are distinguished by their methodological approach. Because language learning is assumed to be a situated, context-sensitive, and dynamic process, the studies do not rely on traditional experimental methods for collecting and analyzing data, but rather, they involve primarily the use of ethnographic and discourse analytic methods. * The studies focus on interactional practices that promote second and foreign language learning. Although a great deal of research has examined first language learning in classrooms from a sociocultural perspective, little has looked at second and foreign language classrooms from such a perspective. Thus there is a strong need for this volume of studies addressing this area of research. Researchers, teacher educators, and graduate students across the fields of second and foreign language learning, applied linguistics, and language education will find this book informative and relevant. Because of the programmatic implications arising from the studies, it will also appeal to teacher educators and teachers of second and foreign languages from the elementary to the university levels.

Analyzing Discourse and Text Complexity for Learning and Collaborating Georgetown University Press

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 and Identity Monash University ePress

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 resp *Discourse Analysis and the Study of Classroom Language and Literacy Events* Springer Electronic Discourse in Language Learning and Language Teaching John Benjamins Publishing

SECOND LANGUAGE INTERACTION IN DIVERSE EDUCATIONAL CONTEXTS

Routledge

Language not only expresses identities but also constructs them. Starting from that point, Language and Identity examines the interrelationships between language and identities. It finds that they are so closely interwoven, that words themselves are inscribed with ideological meanings. Words and language constitute meanings within discourses and discourses vary in power. The powerful ones reproduce more powerful meanings, colonize other discourses and marginalize or silence the least powerful languages and cultures. Language and culture death occur in extreme cases of marginalization. This book also demonstrates the socio-economic opportunities offered by language choice and the cultural allegiances of language, where groups have been able to create new lives for themselves by embracing new languages in new countries. Language can be a 'double-edged sword' of opportunity and marginalization. Language and

Identity argues that bilingualism and in some cases multilingualism can both promote socio-economic opportunity and combat culture death and marginalization. With sound theoretical perspectives drawing upon the work of Bakhtin, Vygotsky, Gumperz, Foucault and others, this book provides readers with a rationale to redress social injustice in the world by supporting minority linguistic and cultural identities and an acknowledgement that access to language can provide opportunity.

Discourse and Language Learning Springer Science & Business Media

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.

[Electronic Discourse in Language Learning and Language Teaching](#) Routledge

Classroom Discourse and the Space of Learning is about learning in schools and the central role of language in learning. The investigations of learning it reports are based on two premises: First, whatever you are trying to learn, there are certain necessary conditions for succeeding--although you cannot be sure that learning will take place when those conditions are met, you can be sure that no learning will occur if they are not. The limits of what is possible to learn is what the authors call "the space of learning." Second, language plays a central role in learning--it does not merely convey meaning, it also creates meaning. The book explicates the necessary conditions for successful learning and employs investigations of classroom discourse data to demonstrate how the space of learning is linguistically constituted in the classroom. Classroom Discourse and the Space of Learning: *makes the case that an understanding of how the space of learning is linguistically constituted in the classroom is best achieved through investigating "classroom discourse" and that finding out what the conditions are for successful learning and bringing them about should be the teacher's primary professional task. Thus, it is fundamentally important for teachers and student teachers to be given opportunities to observe different teachers teaching the same thing, and to analyze and reflect on whether the classroom discourse in which they are engaged maximizes or minimizes the conditions for learning; *is both more culturally situated and more generalizable than many other studies of learning in schools. Each case of classroom teaching clearly demonstrates how the specific language, culture, and pedagogy molds what is happening in the classroom, yet at the same time it is possible to generalize from these culturally specific examples the necessary conditions that must be met for the development of any specific capability regardless of where the learning is taking place and what other conditions might be present; and *encompasses both theory and practice--providing a detailed explication of the theory of learning underlying the analyses of classroom teaching reported, along with close analyses of a number of authentic cases of classroom teaching driven by classroom discourse data which have practical relevance for teachers. Intended for researchers and graduate students in education, teacher educators, and student teachers, Classroom Discourse and the Space of Learning is practice- and content-oriented, theoretical, qualitative, empirical, and focused on language, and links teaching and learning in significant new ways.

DISCOURSE AND GENRE

John Benjamins Publishing Company

Establishing Scientific Classroom Discourse Communities: Multiple Voices of Teaching and Learning Research is designed to encourage discussion of issues surrounding the reform of classroom science discourse among teachers, teacher educators, and researchers. The contributors--some of the top educational researchers, linguists, and science educators in the world--represent a variety of perspectives pertaining to teaching, assessment, research, learning, and reform. As a whole the book explores the variety, complexity, and interconnectivity of issues associated with changing classroom learning communities and transforming science classroom discourse to be more representative of the discourse of scientific communities. The intent is to expand debate among educators regarding what constitutes exemplary scientific speaking, thinking, and acting. This

book is unparalleled in discussing current reform issues from sociolinguistic and sociocultural perspectives. The need for a revised perspective on enduring science teaching and learning issues is established and a theoretical framework and methodology for interpreting the critique of classroom and science discourses is presented. To model and scaffold this ongoing debate, each chapter is followed by a "metalogue" in which the chapter authors and volume editors critique the issues traversed in the chapter by opening up the neatly argued issues. These "metalogues" challenge, extend, and deepen the arguments made. Central questions addressed include: *Why is a sociolinguistic interpretation essential in examining science education reform? *What are key similarities and differences between classroom and scientific communities? *How can the utility of common knowledge and existing classroom discourse be balanced toward alternative outcomes? *What curricular issues are associated with transforming classroom talk? *What other perspectives can assist in creating multiple access to science through redefining classroom discourse? Whether this volume improves readers' science teaching, assists their research, or helps them to better prepare tomorrow's science teachers, the goal is to engage them in considering the challenges faced by educators as they navigate the seas of reform and strive to improve science education for all.

[Discourse Perspectives on Second And/or Foreign Language Teaching and Learning](#) John Benjamins Publishing

With the advent and increasing popularity of Computer Supported Collaborative Learning (CSCL) and e-learning technologies, the need of automatic assessment and of teacher/tutor support for the two tightly intertwined activities of comprehension of reading materials and of collaboration among peers has grown significantly. In this context, a polyphonic model of discourse derived from Bakhtin's work as a paradigm is used for analyzing both general texts and CSCL conversations in a unique framework focused on different facets of textual cohesion. As specificity of our analysis, the individual learning perspective is focused on the identification of reading strategies and on providing a multi-dimensional textual complexity model, whereas the collaborative learning dimension is centered on the evaluation of participants' involvement, as well as on collaboration assessment. Our approach based on advanced Natural Language Processing techniques provides a qualitative estimation of the learning process and enhances understanding as a "mediator of learning" by providing automated feedback to both learners and teachers or tutors. The main benefits are its flexibility, extensibility and nevertheless specificity for covering multiple stages, starting from reading classroom materials, to discussing on specific topics in a collaborative manner and finishing the feedback loop by verbalizing metacognitive thoughts.

DISCOURSE IN CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) CLASSROOMS

John Benjamins Publishing

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

Language as Discourse Routledge

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.

[Establishing Scientific Classroom Discourse Communities](#) Psychology Press

This book provides an up-to-date snapshot of recent research and developments in the use of corpora for language learning and teaching. It is divided into three parts. Part I focusses on innovative uses of corpora by language teachers and learners. These cover the world's first corpus-based TV program for the teaching of English conversation, as well as corpus-based approaches to the teaching of EAP, cultural studies and translation. Part II focuses on new corpus-based tools for LSP learning. Part III illustrates research findings from corpora consisting of language learner data and discusses their implications for language teaching and learning. It will appeal to scholars in both language teaching and learning and corpus and computational linguistics.

Process and Relation in Discourse and Language Learning Cambridge University Press

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.

Talking to Adults Boynton/Cook

Routledge Introductions to Applied Linguistics consists of introductory level textbooks covering the core topics in Applied Linguistics, designed for those entering postgraduate studies and language professionals returning to academic study. The books take an innovative "practice to theory" approach, with a 'back to front' structure which takes the reader from real life problems and issues in the field, then enters into a discussion of intervention and how to engage with these concerns. The final section concludes by tying the practical issues to theoretical foundations. Additional features include tasks with commentaries, a glossary of key terms, and an annotated further reading section. This book looks particularly at the relationship between language, interaction and learning. Providing a comprehensive account of current perspectives on classroom discourse, the book aims to promote a fuller understanding of interaction, regarded as being central to effective teaching and introduces the concept of classroom interactional competence (CIC). The case is made in this book for a need not only to describe classroom discourse, but to ensure that teachers and learners develop the kind of interactional competence which will result in more engaged, dynamic classrooms where learners are actively involved in the learning process. This approach makes an invaluable resource for language teachers, as well as students of language and education, and language acquisition within the field of applied linguistics.

[Discourse and Language Learning Across L2 Instructional Settings](#) 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).

[Discourse and Context in Language Teaching](#) Nova Science Publishers

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.

Discourse and Learning Heinemann Educational Books

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.

Learning Discourses and the Discourses of Learning Routledge

When Courtney Cazden wrote *Classroom Discourse*, she provided such a cogent picture of what the research tells us about classroom language that the book quickly became a classic and shaped an entire field of study. Although other books since have addressed classroom language, none has matched Cazden's scope and vision. Now, thirteen years later, we've witnessed such significant

changes in social and intellectual life that the subject of classroom discourse is more important than ever. So Cazden has revisited her classic text and integrated current perspectives and research. New features include: a new rationale for the importance of student-teacher talk: the importance of oral as well as written communication skills in today's occupations and current conceptions of knowledge and the way it is acquired rich new examples of talk in K-12 classrooms - math as well as language arts - with transcriptions and analyses new findings from teacher researchers as well as university researchers new emphasis on achieving greater equity in what students learn new material on the kind of interactions computers offer new section on learning new forms of discourse as a significant educational goal for all students. 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.

Interlingual and Intercultural Communication Bloomsbury Publishing

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.

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