

# DISCOURSE AND CONTEXT IN LANGUAGE TEACHING

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*A Guide for Language Teachers*

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Marianne Celce-Murcia  
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# Discourse And Context In Language Teaching A For Language Teachers

**Michael Byram, Peter Grundy**



## **Discourse And Context In Language Teaching A For Language Teachers:**

**Discourse and Context in Language Teaching** Marianne Celce-Murcia, Elite Olshtain, 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 in Language Teaching** Marianne Celce-Murcia, 2000  
*Language as Discourse* Michael McCarthy, Ronald Carter, 2014-07-22 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

**Context and Culture in Language Teaching** Claire Kramsch, 1993-06-17 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

*English Language Teaching in Its Social Context* Christopher Candlin, Neil Mercer, 2001 English Language Teaching in its Social Context offers sociolinguistic ethnographic and social psychological perspectives on TESOL teaching and learning and introduces the relevant literature on second language acquisition Together with its companion volumes it presents English language teaching in a variety of specific institutional geographic and cultural contexts The articles a range of seminal and specially commissioned pieces have been carefully chosen to present four major principles of English language teaching they focus on the roles played by teachers and learners recognise the individuality of language learners support teachers in the provision of active guidance for students learning examine both positive and negative patterns of interaction between learners and teachers This Reader offers people unfamiliar with research in this field an overall impression of English language teaching issues while allowing the more experienced reader the opportunity to relate his or her own experiences to the theories presented

**Understanding Context in Language Use and Teaching** Éva Illés, 2020-05-06 This book is a

guide to understanding and applying the essential heretofore elusive notion of context in language study and pedagogy via Ills offers a new critical systematic theoretical framework then applies that framework to practical interactions and issues in communicative language teaching rooted in English as a Lingua Franca By linking theory and practice for research and teaching around the world this book brings a new awareness of how context can be conceptualised and related to language pedagogy to advanced students teachers teacher educators and researchers of language teaching applied linguistics and pragmatics *Academic Language Mastery: Conversational Discourse in Context* Jeff Zwiers, Ivannia Soto, 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 **When Dead Tongues Speak** John Gruber-Miller, 2006-11-02 Publisher description *The Handbook of Plurilingual and Intercultural Language Learning* Christiane Fäcke, Xuesong (Andy) Gao, Paula Garrett-Rucks, 2024-11-08 The most up to date reference text on the latest science in plurilingual and intercultural language education covering both new research and current practice The Handbook of Plurilingual and Intercultural Language Learning reveals the nuances and complexities of teaching and learning languages while providing a timely account of the most recent developments and research in the field The first reference work to examine plurilingual and intercultural language teaching and learning trends across five continents this innovative volume examines the various ways learners acquire language Divided into four sections this Handbook explains the conceptual basis of intercultural and plurilingual learning describes core pedagogical concepts in different contexts discusses various learning and teaching approaches and surveys the historical development of foreign language instruction methods and theories In depth chapters address code switching and translanguaging equity in foreign language learning intercultural sensitivity technology enhanced learning world Englishes the role of language policy in nation building the situations of migrants in language classrooms and more A field defining overview of the latest research on the science of language education and

acquisition The Handbook of Plurilingual and Intercultural Language Learning Explores how policy and pedagogy can adapt to the shifting demographics of local student populations as the world becomes increasingly mobile Addresses new trends and evolving themes that are currently determining the future of language education and policy around the world Discusses future trends in language education policy assessment and teacher training in light of new attitudes about language community and statehood Features contributions from a wide range of scholars reflecting different cultural linguistic regional and ideological perspectives Introduces European research discourses on intercomprehension into the English speaking world Part of the Wiley Blackwell Handbooks in Linguistics series The Handbook of Plurilingual and Intercultural Language Learning is an essential resource for students educators and researchers in Applied Linguistics language teaching and learning English as a Lingua Franca plurilingualism multilingualism TESOL cognitive linguistics language policy language acquisition and intercultural communication

### **Corpus Linguistics for English for Academic Purposes**

Vander Viana, Aisling O'Boyle, 2021-12-30 This book shows how corpus analyses can enhance students practitioners and researchers knowledge of academic language The book provides a reader friendly discussion of the key concepts practices and research applications of corpus linguistics which are relevant to the EAP community The volume empowers readers to compile and analyze EAP relevant corpora to support their practice draws on open access resources allowing readers in all contexts to engage in corpus analyses examines how corpus studies have advanced the description of spoken written and computer mediated academic discourses contains numerous reflective and hands on tasks Corpus Linguistics for English for Academic Purposes is an essential book for EAP students practitioners and researchers who wish to develop corpus analytical skills to support their learning teaching and research practice It is equally important to novice corpus linguists who wish to find out how they can contribute to the ever expanding area of EAP

### **The CATESOL Journal ,2007 Language in**

**Language Teacher Education** Hugh Trappes-Lomax, Gibson Ferguson, 2002-12-11 This volume explores the defining element in the work of language teacher educators language itself The book is in two parts The first part holds up to scrutiny concepts of language that underlie much practice in language teacher education yet too frequently remain under examined These include language as social institution language as verbal practice language as reflexive practice language as school subject and language as medium of language learning The chapters in the second part are written by language teacher educators working in a range of institutional contexts and on a variety of types of program including both long and short courses both pre service and in service courses and teacher education practice focusing variously on metalinguistic awareness for teachers language improvement and classroom communication The unifying factor is that collectively they illuminate how language teacher educators research their practice and reflect on underlying principles

### **Bridging**

**Discourses in the ESL Classroom** Pauline Gibbons, 2018-10-18 Bridging Discourses in the ESL Classroom is concerned with the nature of talk in multilingual classrooms Examining the interactions between students learning in and through

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

**The Role of Teacher Interpersonal Variables in Students' Academic Engagement, Success, and Motivation** Ali Derakhshan, Reza Pishghadam, Anna Mystkowska-Wiertelak, 2022-07-05 *Linguistics and Language Behavior Abstracts*, 2009-04

**Context and Culture in Language Teaching and Learning** Michael Byram, Peter Grundy, 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

*Attitudes toward Non-Native English Teachers Talking Style* Ismail Baniadam, Malek Baniadam, Ali Baniadam, 2018-10-25 Research Paper undergraduate from the year 2017 in the subject Communications Specialized communication grade A Urmia University Urmia University of Medical Sciences course TEFL language English abstract This study aimed at investigating the MA EFL learners attitudes toward some features of teacher talk regarding gender and experience of teaching in Iranian context During the study MA students of TEFL courses in Urmia University were selected as the population of the study To begin with 60 male and 60 female EFL MA students were selected as the participants The instrument used in this study was a researcher made questionnaire which was initially piloted The questionnaires were distributed among the subjects at the end of their class time with the cooperation of their English teachers in some classes It took the participants roughly 20 minutes to fill out the questionnaire which included Likert type questions Based on the findings of the study it was revealed that the most and least important factor for the students regarding the teachers talk are visual and extra linguistic information the use of Persian language respectively Additionally comparing the four different factors regarding the features of teacher talk it was revealed that Visual and extra linguistic information factor Lexical and syntactic familiarity Speed of speech and the use of Persian language had the highest to the lowest mean score respectively It was also indicated that female students rather than male students were significantly more in favor of speed of speech and lexical and syntactic familiarity Moreover it was concluded that teaching experienced students rather than non experienced students had higher mean scores in attitudes to Visual and extra linguistic information

**Tracing the Development of Language Awareness** Heather Murray, 2003 *Resources in Education*, 1991

**Teaching Language in Context** Alice Omaggio Hadley, 1986

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