Discourse And Language Learning A Relational Approach To Syllabus Design

This book evaluates a project where formal classroom learning of a second language was supplemented with informal, natural interactions with older native speakers of the target language, delivering a number of pedagogical and societal benefits. The authors introduce a model of intergenerational, intercultural encounters which aims to promote the use of community language resources; enrich the experiences of young learners; foster greater understanding between generations; break down cultural stereotypes; encourage appreciation of different cultures and enhance the quality of life and community engagement of older people with a bi/multilingual background. It draws on theories of language acquisition, discourse analysis and psychosocial perspectives to propose a model of language learning for students that can be used for any language or locality. It is therefore an essential resource for graduate students, researchers and language teachers as well as for education, aged and youth care policy makers, practitioners and community services workers who are interested in innovative language pedagogy.

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.

Concentration on the formal features of language and on developing speaking skills in a second language fails to provide the language student with the necessary level of conversational ability. The concept of communicative competence has resulted in a new emphasis on the nature of interaction and the rules of discourse. Interest has shifted from studies on language structure to studies on social interaction, the meaning of utterances, and the functions of speech. This paper explores how recent advances in sociolinguistics and discourse analysis can aid one's understanding of the roles and privileges of teachers and students engaged in verbal interaction and how verbal behavior can be changed or acquired for greater conversational competence. Areas discussed include: (1) natural discourse (speech acts, pragmatics, turn taking, moves, topic), (2) natural discourse and first and second language acquisition, (3) classroom discourse, and (4) practical applications (including exercises for developing skills for participating in debates and discussions). Excerpts from English, French, and German language conversations are cited throughout. The appendices present hesitation and expansion strategies in conversation and some conversational management

strategies used by French and German native speakers. (JK)

Using a qualitative approach that included discourse analysis, the researcher explored a case-study community college ESL classroom that incorporated online discussion forums. Data included records of class and on-line participation for six focal students as well as interviews with these students, their instructor and the department administrator, and institutional documents. Data analysis showed that students' investment in school-based language learning activities was mediated by the social identities with which they affiliated. Furthermore, situated in an institution that highlighted Academic Discourse, the students each negotiated this discourse in their own way, recreating the interactional dynamics and role expectations underwritten by the dominant discourse of the college. The study suggests that L2 students' language practices in school-based online language learning need to be understood in a holistic institutional/instructional context with reference to students' identities inside and outside school and the human agency that L2 student draw on in learning and using their L2 in different learning contexts.

"This book explores how language is shaped by the nature of human cognition and social-cultural activity, by studying how language is used in context in interactions between at least two people in order to achieve some purpose. It brings together perspectives from cognitive linguistics, discourse analysis, and first and second language acquisition research"--Provided by the publisher.

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This book, comprising two parts, is concerned with both the science and the art of foreign language teaching, with a particular, but not exclusive, focus on Asia. Under the theme of "Theoretical foundation and research", Part 1 of this book informs the readers about recent efforts in theoretical and empirical research which have had an impact on foreign language teaching or promise to yield results that will shape its future. These studies, not just from the domain of foreign language teaching but also its primary feeder disciplines of linguistics and second language acquisition, offer the necessary theoretical and conceptual foundation for both current and future research and practice. As its theme "Classroom practice and evaluation studies" suggests, Part 2 focuses on new and innovative developments in curricular and classroom practice, all built upon insights from research in the above-mentioned disciplines and poised to become standard practices. These projects include qualitative and quantitative evaluation studies which have yielded insightful data for the refinement and continued development of the projects and their underlying theoretical concepts.

This book's innovative approach proposes Language for Teaching Purposes as a distinct field of enquiry and practice within Language for Specific Purposes. It uses robust theoretical and empirical evidence to demonstrate the specificity of language used by teachers teaching language, and the complex decisions teachers make around language choice and use in language classrooms. These complexities are shown to affect Non-native Speaker Language Teachers in particular so that their language needs must be met in teacher training programmes. Set in the Anglophone foreign language teaching world, this book will appeal to anyone involved in teacher training, language teaching or the investigation of classroom discourse.

With the advent of new media and Web 2.0 technologies, language and discourse have taken on new meaning, and the implications of this evolution on the nature of interpersonal communication must be addressed. Innovative Methods and Technologies for Electronic Discourse Analysis highlights research, applications, frameworks, and theories of online communication to explore recent advances in the manipulation and shaping of meaning in electronic discourse. This essential research collection will appeal to academic, research, and professional audiences engaged in the design, development, and distribution of effective communications technologies in educational, social, and linguistic contexts.

Eva Alcón Soler Maria Pilar Safont Jordà Universitat Jaume I, Spain The main purpose of the present book is to broaden the scope of research on the development of intercultural communicative competence. Bearing this purpose in mind, English learners are considered as intercultural speakers who share their interest for engaging in real life communication. According to Byram and Fleming (1998), the intercultural speaker is someone with knowledge of one or more cultures and social identities, and who enjoys discovering and maintaining relationships with people from other cultural backgrounds, although s/he has not been formally trained for that purpose. Besides, possessing knowledge of at least two cultures is the case of many learners in bilingual or multilingual communities. In these contexts, the objective of language learning should then focus on developing intercultural competence, which in turn may involve promoting language diversity while encouraging English as both a means and an end of instruction (see Alcón, this volume). This is the idea underlying the volume, which further sustains Kramsch's argument (1998) against the native/ non-native dichotomy. Following that author, we also believe that in a multilingual world where learners may belong to more than one speech community, their main goal is not to become a native speaker of English, but to use this language as a tool for interaction among many other languages and cultures.

This book is about Positioning Theory (Davies & Harré, 1990) and its potential applications in bilingual and multilingual contexts involving teachers, learners, speakers, and users of a second/foreign or additional language. By using Positioning Theory as a theoretical lens and analytical approach, the author illustrates how various social and poststructural concepts in applied linguistics and language teacher education, including identity, agency, language socialization, classroom participation, and intercultural communication, can be investigated and better understood. The book adds a new perspective to the growing body of multidisciplinary literature in the areas of L2 teacher education and classroom learning, and includes step-by-step guidelines for positioning analysis, insights and implications for classroom practice, as well as suggested directions for future research. It will be of particular interest to language teachers and teacher educators, as well as students and scholars of applied linguistics more broadly.

The adoption of Content and Language Integrated Learning (CLIL) in Higher Education teaching has been widespread. This learning strategy has developed the need to learn foreign languages and to communicate with people with different cultural backgrounds. Culture learning should be part of language and content teaching as Higher Education involves language skills, topic comprehension and sociological capabilities. Teachers explore new teaching strategies which imply diverse goals and focus on different cultural backgrounds. The contributions of this book comment the multicultural awareness of the students involved in learning another language and the facts implied in teaching in a multicultural environment.

This book has two related purposes. The first is to demonstrate the extent and importance of language play in human life; the second is to draw out the implications for applied linguistics and language teaching. Language play should not be thought of as a trivial or peripheral activity, but as central to human thought and culture, to learning, creativity, and intellectual enquiry. It fulfils a major function of language,

underpinning the human capacity to adapt: as individuals, as societies, and as a species.

In recent decades, the dramatic development of the new communication and information technologies, especially thw World Wide Web, has had a major impact on society. Undoubtedly, the Internet has become a powerful medium of communication and is regarded as a limitless resource by professionals and researchers in many areas.

This dissertation, "Interaction From an Activity Theoretical Perspective: Comparing Learner Discourse of Language Face-to-face, in Chat and in Audio Conferencing in Second Language Learning" by Nora Anniesha Binte, Hussin, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. DOI: 10.5353/th_b4175814 Subjects: English language - Study and teaching (Higher) - Foreign speakers Second language acquisition Intentionalism Action theory Interpersonal communication Computer conferencing

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.

This book offers a close investigation of interactional practices in L2 classrooms, and provides a deeper appreciation of the processes involved in the co-construction of understanding and knowledge in settings for instructed language learning. Using Conversation Analysis, and referring to epistemic, multimodal, and multilingual resources, Olcay Sert explicates key interactional and pedagogical practices observed in language classrooms by closely examining the verbal and nonverbal features of teacher-student interaction; for example, gaze, gestures and orientations to classroom artefacts. With an emphasis on the multimodal and multilingual resources, this is one of the first studies to comprehensively address these issues in L2 classrooms with a clear theoretical and practical underpinning, and is an essential study for researchers and postgraduate students in TESOL and Applied Linguistics.

The demands of today's society for greater specialization have brought about a profound transformation in the

humanities, which are not immune to the competitive pressure to meet new challenges that are present in other sectors. Thus, lecturers and researchers in modern languages and applied linguistics departments have made great efforts to design syllabi and materials more attuned to the competences and requirements of potential working environments. At the same time, linguists have attempted to apply their expertise in wider areas, creating research institutes that focus on applying language and linguistics in different contexts and offering linguistic services to society as a whole. This book attempts to provide a global view of the multiple voices involved in interdisciplinary research and innovative proposals in teaching specialized languages while offering contributions that attempt to fill the demands of a varied scope of disciplines such as the sciences, professions, or educational settings. The chapters in this book are made up of current research on these themes: discourse analysis in academic and professional genres, specialized translation, lexicology and terminology, and ICT research and teaching of specialized languages.

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.

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.

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.

Bridging Discourses in the ESL Classroom examines the interactions between learners and teachers in the language classroom. It aims to identify patterns of discourse which enable second language development but also support the learning of curriculum knowledge. These patterns are 'bridging discourses' in that they combine the everyday language used by the student, with the specialised language of the academic register. This book puts forward an innovative new theory of classroom discourse analysis, influenced by the work of Halliday and Vygotsky. It is recommended for academics and postgraduates researching applied linguistics and education.

As an essential part of communicative competence, listening is a skill which deserves equal treatment with the other basic skills of speaking, reading, and writing. Second Language Listening combines up-to-date listening theory with case studies of actual pedagogical practice. The authors describe current models of listening theory and exemplify each with a textbook task. They address the role of technology in teaching listening, questioning techniques, and testing. Second Language Listening is designed to be used with both pre-service and in-service teachers who are involved in the teaching of listening or the design of pedagogic materials for listening.

In a diverse society, the ability to cross communication barriers is critical to the success of any individual personally, professionally, and academically. With the constant acceleration of course programs and technology, educators are continually being challenged to develop and implement creative methods for engaging English-speaking and non-English-speaking learners. Computer-Assisted Language Learning: Concepts, Methodologies, Tools, and Applications is a vital reference source that examines the relationship between language education and technology and the potential for curriculum enhancements through the use of mobile technologies, flipped instruction, and language-learning software. This multi-volume book is geared toward educators, researchers, academics, linguists, and upper-level students seeking relevant research on the improvement of language education through the use of technology.

Processing Instruction is an approach to grammar instruction for second language learning, contrasting with traditional grammar instruction in its focus on structured input rather than learners' output. This book compares student assessment after traditional grammar instruction and after Processing Instruction to assess the positive benefits of this method of second language teaching. Rather than examining sentence-level tasks, the study looks at the relative effectiveness of Processing Instruction on discourse-level linguistic ability. Case studies using empirical data from second language learners of Japanese, Italian and English are used to highlight the benefits to the learner of this method of enhanced input. This monograph will be of interest to postgraduates and academics researching second language acquisition and applied linguistics.

The English language is changing due to the global spread of the language, and it is now used in culturally determined local

contexts with culturally specific meanings (Kachru, 1991). The local contexts of English use also influence global communication. Due to these simultaneously global and local phenomena, or "glocalization" (Robertson, 1997), the needs of English language learners in Japan also diversify. In Japan, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) regulates education and authorizes textbooks used in schools. Since English is not an official language in Japan, textbooks can be the main source of learners' input of the language, and therefore, may have the power to disseminate certain ideologies of the language and construct learners' "realities" of their learning (e.g. Matsuda, 2012; Tajima, 2011). This dissertation research examines the extent to which the diversifying needs of learners are addressed in the curriculum guidelines of MEXT generally, and in English language textbooks used at junior high schools more specifically. My research questions address the power of textbook discourses and their possible influence on how learners speak and behave (Gee, 2005). Using Critical Discourse Analysis (CDA) (Fairclough, 1995), I investigate more deeply how textbook discourses may be constructing learners' realities and constitutive of those realities. This study reveals that the English language is often represented in textbooks as being owned by native speakers particularly from the United States, Canada, or Australia. Thus, the language is presented as independent of Japanese social and cultural influences. This conforms to MEXT discourses of English as a "foreign" language and seemingly denies the ownership of the language and the linguistic identity by learners in Japan. These representations may be perceived as static realities by learners despite the varied uses of English in the world today and the ongoing changes and hybridization of languages and cultures. When learners accept the essentialized realities made available in textbooks and act accordingly, the realities of the discourses surrounding English language learning can be intensified and reproduced through classroom practices and the learners' conforming behaviours, thereby being stabilized by the learners' own participation in the discourses.

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This is a collection of revised, re-edited and newly written papers which contain extensive contrasting analyses of different styles of international English. Carter highlights key issues for the study & teaching of English for the year 2000 & beyond.

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.

Understanding what constitutes expertise in language learning and teaching is important for theoretical reasons related to psycholinguistic, and applied linguistic, enquiry. It also has many significant applications in practice, particularly in relation to the training and practice of language teachers and improvements in students' strategies of learning. In this volume, methodologies for establishing what constitutes expert practice are discussed and the contributions address the fields of listening, reading, writing, speaking and communication strategies, looking at common characteristics of the 'expert teacher' and the 'expert learner'.

Language @t worklanguage learning, discourse and translation studies in InternetPublicacions de la Universitat Jaume I

Offers readers chapters on the age factor in different educational contexts across three continents. The book documents the development in research methods into early language learning and teaching. It includes papers that discuss curriculum and assessment, individual differences, innovation in teacher education, and the role of target language.

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.

This book is open access under a CC BY ND licence. This book contextualizes open education in foreign language (FL) learning and teaching; fills a gap in the research by exploring aspects of open second language learning and teaching across a range of educational contexts; and illustrates new ways of creating freely shared FL materials.

In this edited collection, authors from various academic, cultural, racial, linguistic, and personal backgrounds use critical discourse analysis as a conceptual framework and method to examine social inequities, identity issues, and linguistic discrimination faced by historically oppressed groups in schools and society. Language, Race, and Power in Schools unravels the ways and degrees to which these groups have faced and resisted oppression, and draws on critical discourse analysis to examine how multiple forms of oppression intersect. This volume interrogates areas of discrimination and injustice and discusses possibilities of developing coalitions and concerted efforts across the lines of diversity.

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