

DISCOURSE AND CONTEXT IN LANGUAGE TEACHING

A Guide for Language Teachers

Marianne Celce-Murcia
Elite Olshtain

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Discourse And Context In Language Teaching A For Language Teachers

Fiona Copland, Helen Donaghue



Discourse And Context In Language Teaching A For Language Teachers:

Discourse and Context in Language Teaching Marianne Celce-Murcia, Elite Olshtain, 2000 Discourse and Context in Language Teaching A Guide for Language Teachers is part of the Cambridge Handbooks for Language for Language Teachers series *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 discursive 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 discursive 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 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

Pedagogical Grammar Casey Keck, YouJin Kim, 2014-12-17 This book provides a comprehensive overview of pedagogical grammar research and explores its implications for the teaching of grammar in second language classrooms Drawing on several research domains e g corpus linguistics task based language teaching and a number of theoretical orientations e g cognitive sociocultural the book proposes a framework for pedagogical grammar which brings together three major areas of inquiry 1 descriptions of grammar in use 2 descriptions of grammar acquisition processes and 3 investigations of the relative effectiveness of different approaches to L2 grammar instruction The book balances research and theory with practical discussions of the decisions that teachers must make on a daily basis offering guidance in such areas as materials development data driven learning task design and classroom assessment

Analysing Discourses in Teacher Observation Feedback Conferences Fiona Copland, Helen Donaghue, 2021-06-07 This volume focuses on the post observation feedback conference a common feature of teacher education programs and highlights the importance of such talk in the development and evaluation of teachers and other professionals The book adopts a linguistic ethnographic approach which provides a framework for examining the contextual nature of the talk and how it is embedded within wider social contexts and structures such as evaluation regimes Drawing on data from a range of settings including pre service teacher education medical education and teacher appraisal programs Copland and Donaghue examine the feedback conference from a range of perspectives including face identity and genre and show how a nuanced understanding of discussions can support teacher trainers supervisors and observers to provide appropriate and useful feedback A concluding chapter brings together brief vignettes from researchers active in the field to point to future directions for further study This book will be of particular interest to students and researchers in discourse analysis language education linguistic anthropology and professional communication as well as pre and in service teachers

Handbook of Language Teacher Education Zia Tajeddin, Thomas S.C. Farrell, 2025-07-02 This handbook synthesizes accumulated research evidence about the main areas of language teacher education It systematically applies research synthesis to the field providing coherent systematic insights into various aspects of language teacher education Each chapter compares research conducted between 2010 2020 within a specialized area of teacher education The chapters discuss the theoretical and research underpinnings of

each area describing the purposes methods and findings of the research including the impacts of teacher education on teacher professional development and teaching effectiveness The twenty six chapters in this handbook address three main areas of teacher education Teacher Variables Teacher Professional Development and Teacher Instructional Beliefs and Practices Section One on teacher variables includes ten chapters focused on teacher reflective practice identity cognition self efficacy beliefs emotion motivation demotivation and burnout agency autonomy and nativeness nonnativeness Second Two includes five chapters on teacher professional development namely good language teachers preservice teacher mentoring practicum in language teacher education online language teacher education and language teacher action research Section Three consists of eleven chapters on teacher instructional beliefs and practices which systematically review research on teacher beliefs and practices about English as an international language teacher intercultural knowledge and beliefs teacher curricular knowledge TPACK of in service teachers in language education CLIL language teacher education EMI language teacher education heritage language teacher education translanguaging in language teacher education language teacher classroom discourse and interaction language assessment literacy for teachers and scaffolding and language teachers This handbook is an invaluable resource for teacher educators student preservice teachers inservice teachers graduate students of Teaching English to Speakers of Other Languages TESOL and Applied Linguistics and teacher education researchers

Cambridge Guide to Second Language Teacher Education Anne Burns, Jack C. Richards, 2009-03-23 This collection provides an overview of current issues debates and approaches in Second Language Teacher Education SLTE presented by internationally prominent researchers educators and emerging scholars Chapters address such issues as distance education non native English speaking educators technology assessment standards and the changing contexts of contemporary language teaching and teacher education *Forum*, 1987 [Applied Linguistics for Teachers of Culturally and Linguistically Diverse Learners](#) Erdogan, Nabat, Wei, Michael, 2019-06-30 Irrespective of the language taught whether first second or foreign knowledge of linguistics and its application is a must for language teachers However most TESOL programs use general linguistics textbooks that deal with the science of linguistics as theory disregarding its implications practice for teaching English language learners [Applied Linguistics for Teachers of Culturally and Linguistically Diverse Learners](#) is an essential scholarly publication that seeks to contribute to TESOL and language teacher education programs in order to assist educators to apply their knowledge to help linguistically and culturally diverse learners succeed in school and life Highlighting an array of topics such as morphology syntax semantics and sociolinguistics this book is ideal for educators educational programs professionals academicians professors linguists and students **Content Knowledge in English Language Teacher Education** Darío Luis Banegas, 2020-02-20 Content Knowledge in English Language Teacher Education provides original professional experiences and research accounts of teaching language in the specific context of English language teacher education programmes in diverse international settings with contributions from Argentina Australia Chile

China Ecuador Japan Mexico the USA and Turkey The volume focuses on how teacher educators plan and deliver modules which help future teachers understand English as a system and develop English language proficiency The contributors describe and analyse their professional practices in designing delivering and evaluating modules or courses on understanding the English language as a system i e content knowledge exploring the teaching of elements such as phonetics phonology grammar pragmatics philology and discourse analysis In addition they draw on their vast professional experience to explore how to successfully develop competence and language skills in English so that teachers can become models and proficient users of the language for their students The contributions range from more historical and functionally linguistic focused chapters to more sociocultural explorations of teaching English to future teachers including interculturality multilingualism World Englishes critical thinking skills academic writing and literacy through literature The accounts shed light on the diverse practices of educators from many different countries contexts and cultural and linguistic backgrounds drawing links between policy and practice to locate much of English language teacher education and curriculum development outside the so called inner circle of native English language speaking contexts practitioners and researchers

Corpus Perspectives on the Spoken Models used by EFL Teachers Angela Farrell, 2019-11-12 Corpus Perspectives on the Spoken Models used by EFL Teachers illustrates the key principles and practical guidelines for the design and exploitation of corpora for classroom based research Focusing on the nature of the spoken English used by L2 teachers which serves as an implicit target model for learners alongside the curriculum model this book brings an innovative perspective to the on going academic debate concerning the models of spoken English that are taught today Based on research carried out in the EFL classroom in Ireland this book explores issues and challenges that arise from the use of non standard varieties of spoken English by teachers alongside the use of Standard British English and examines the controversies surrounding sociolinguistic approaches to the study of variation in spoken English combines quantitative corpus linguistic investigations with qualitative functional discourse analytic approaches from pragmatics and SLA for classroom based research demonstrates the ways in which changing trends and perspectives surrounding spoken English may be filtering down to the classroom level Drawing on a corpus of 60 000 words and highlighting strategies and techniques that can be applied by researchers and teachers to their own research context this book is key reading for all pre and in service teachers of EFL as well as researchers in this field

The Routledge Handbook of Corpus Linguistics Anne O'Keeffe, Michael McCarthy, 2010-04-05 Provides an overview of a dynamic and rapidly growing area with a widely applied methodology This handbook covers the historical development of the field and its growing influence and application in other areas It is suitable for advanced undergraduates and postgraduates

Handbook of Research on Teaching Drew Gitomer, Courtney Bell, 2016-05-19 The Fifth Edition of the Handbook of Research on Teaching is an essential resource for students and scholars dedicated to the study of teaching and learning This volume offers a vast array of topics ranging from the history of teaching

to technological and literacy issues In each authoritative chapter the authors summarize the state of the field while providing conceptual overviews of critical topics related to research on teaching Each of the volume s 23 chapters is a canonical piece that will serve as a reference tool for the field The Handbook provides readers with an unparalleled view of the current state of research on teaching across its multiple facets and related fields

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

Group Work in the English Language Curriculum

P. Chappell,2014-11-04 This book explores how using small groups in second language classrooms supports language learning Chappell s experience as a language teacher equips him to present a clear evidence based argument for the powerful influence group work has upon the opportunities for learning and how it should therefore be an integral part of language lessons

Teaching Languages - Sprachen lehren Friederike Klippel,2016 Nachhaltiges Lernen im Sprachunterricht h ngt nicht zuletzt davon ab was und wie gelehrt wird Wie wichtig gerade die Lehrerin oder der Lehrer f r den Lernerfolg ist haben die internationalen Studien der letzten Jahre gezeigt In drei gro en Kapiteln befassen sich die Beitr ge des Bandes zum Ersten mit der aktuellen Forschung zum Sprachenlehren und zu den Sprachlehrenden zum Zweiten mit der Sprachlehrer aus bildung und zum Dritten mit Lehrinhalten und Lehrmethoden Zwanzig Expertinnen und Experten aus unterschiedlichen fremdsprachendidaktischen Disziplinen behandeln zentrale Aspekte der Lehrt igkeit im Fremdsprachenunterricht aus theoretischer historischer und vor allem empirischer Perspektive

Uni-Wissen Introduction to English Language Teaching

Andreas Müller-Hartmann,Marita Schocker-von Ditfurth,2015-02-23 Introduction to English Language Teaching offers a general view of all the major subjects in the teaching of foreign languages starting from linguistic abilities to questions of performance learning and bilingual teaching as well as to a discussion of the initial work on forms Introduction to English Language Teaching gibt einen berblick ber alle wesentlichen Themen des Fremdsprachenunterrichts angefangen von den sprachlichen Fertigkeiten oder Fragen zur Leistungsbewertung ber biliguales Lehren und Lernen bis hin zur Diskussion grundschulspezifischer Arbeitsweisen

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