

Discourse Analysis For Language Teachers Mindset Technology

This accessible 'how to' text is about classroom interaction – how to study it and how to use that knowledge to improve teaching and learning. Actually showing what critical, constructionist, sociocultural perspectives on teaching, learning, and schooling are and what they can do, it makes discourse analysis understandable and useful to teachers and other nonlinguists. Using Discourse Analysis to Improve Classroom Interaction: offers teachers the powerful tools of discourse analysis as a way of understanding the complex dynamics of human interaction that constitute effective, equitable teaching and learning guides readers step-by-step through how to build their interactional awareness to improve their teaching includes 'Try It Out' exercises to engage readers in learning how to respond to the social dynamics of their classrooms for the purpose of improving classroom interaction. Proceeding from simple illustrations to more complex layering of analytical concepts, short segments of talk, transcribed to highlight important points, are used to explain and illustrate the concepts. By the time readers get to the complicated issues addressed in this text they are ready to deal with some of teaching's toughest challenges, and have the tools to build positive relationships among their students so that all can participate equally in the classroom. High school and the difficult terrain of sexuality and gender identity are brilliantly explored in this smart, incisive ethnography. Based on eighteen months of fieldwork in a racially diverse working-class high school, Dude, You're a Fag sheds new light on masculinity both as a field of meaning and as a set of social practices. C. J. Pascoe's unorthodox approach analyzes masculinity as not only a gendered

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process but also a sexual one. She demonstrates how the "specter of the fag" becomes a disciplinary mechanism for regulating heterosexual as well as homosexual boys and how the "fag discourse" is as much tied to gender as it is to sexuality.

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.

Introducing Discourse Analysis: From Grammar to Society is a concise and accessible introduction by bestselling author, James Paul Gee, to the fundamental ideas behind different specific approaches to discourse analysis, or the analysis of language in use. The book stresses how grammar sets up choices for speakers and writers to make, choices which express, not unvarnished truth, but perspectives or viewpoints on reality. In turn, these perspectives are the material from

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which social interactions, social relations, identity, and politics make and remake society and culture. The book also offers an approach to how discourse analysis can contribute to lessening the ideological divides and echo chambers that so bedevil our world today. Organized in a user-friendly way with short numbered sections and recommended readings, *Introducing Discourse Analysis* is an essential primer for all students of discourse analysis within linguistics, education, communication studies, and related areas.

Discourse Analysis for Language Teaching gives a practical introduction to the field of discourse analysis and its relevance for language teaching. It begins by answering the question 'What is discourse analysis?' and examines how discourse analysts approach spoken and written language. Different models of analysis are outlined and evaluated in terms of their usefulness to language teachers. This is followed by chapters on discourse-oriented approaches to grammar, vocabulary and phonology. The final section looks at spoken and written language in the light of native-speaker and learner data and considers examples of teaching approaches. *Discourse Analysis for Language Teaching* has a very practical orientation, and the text is interspersed with reader activities with guidance on appropriate responses at the end.

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

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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.

This book explores the development of the first cohort of students to complete a new Bachelor of Education in English language teaching in the United Arab Emirates, theorizing the students' learning to teach in terms of the discursive construction of a teaching identity within an evolving community of practice.

This book in the NCRLL 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

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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

This practical guide to doing classroom discourse research provides a comprehensive overview of the research process. Bringing together both discourse analysis and classroom discourse research, this book helps readers to develop the analytic and rhetorical skills needed to conduct, and write about, the discourse of teaching and learning. Offering step-by-step guidance, each chapter is written so that readers can put the theoretical and methodological issues of classroom discourse analysis into practice while writing an academic paper. Chapters are organized around three stages of research: planning, analyzing, and understanding and reporting. Reflective questions and discourse examples are used throughout the book to assist readers. This book is essential reading for modules on classroom discourse or thesis writing and a key supplementary resource for research methods, discourse analysis, or language teaching and learning.

The authors present a social linguistic/social interactional approach to the discourse analysis of classroom language and literacy events. Building on recent theories in interactional sociolinguistics, literary theory, social anthropology, critical discourse analysis, and the New Literacy Studies, they describe a microethnographic approach to discourse analysis that provides a reflexive and recursive research process that continually questions what counts as

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knowledge in and of the interactions among teachers and students. The approach combines attention to how people use language and other systems of communication in constructing classroom events with attention to social, cultural, and political processes. The focus of attention is on actual people acting and reacting to each other, creating and recreating the worlds in which they live. One contribution of the microethnographic approach is to highlight the conception of people as complex, multi-dimensional actors who together use what is given by culture, language, social, and economic capital to create new meanings, social relationships and possibilities, and to recreate culture and language. The approach presented by the authors does not separate methodological, theoretical, and epistemological issues. Instead, they argue that research always involves a dialectical relationship among the object of the research, the theoretical frameworks and methodologies driving the research, and the situations within which the research is being conducted. Discourse Analysis and the Study of Classroom Language and Literacy Events: A Microethnographic Perspective: *introduces key constructs and the intellectual and disciplinary foundations of the microethnographic approach; *addresses the use of this approach to gain insight into three often discussed issues in research on classroom literacy events--classroom literacy events as cultural action, the social construction of identity, and power relations in and through classroom literacy events; *presents transcripts of classroom literacy events to illustrate how theoretical constructs, the research issue, the research site, methods, research techniques, and previous studies of discourse analysis come together to constitute a discourse analysis; and *discusses the complexity of "locating" microethnographic discourse analysis studies within the field of literacy studies and within broader intellectual movements. This volume is of broad

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interest and will be widely welcomed by scholars and students in the field language and literacy studies, educational researchers focusing on analysis of classroom discourse, educational sociolinguists, and sociologists and anthropologists focusing on face-to-face interaction and language use.

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.

Discourse in English Language Education introduces students to the major concepts and questions in Discourse Studies and their applications to language education. Each chapter draws on key research to examine critically a particular approach in the field, providing a review of important literature, examples to illustrate the principal issues concerned and an outline of the implications for their application to pedagogy. Features include: coverage of a broad range of approaches in the field, including Systemic Functional Linguistics and Register, Speech Acts, the Cooperative Principle and Politeness, Conversation Analysis, Genre Analysis, Critical Discourse Analysis and Corpus Linguistics analysis of a wide range of discourse examples

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that include casual conversation, newspapers, fiction, radio, classrooms, blogs and real-life learner texts a selection of illustrations and tables carefully chosen to enhance students' understanding of different concepts and approaches stimulating discussion questions at the end of each chapter, specially designed to foster critical thinking, reflection and engagement with the topics covered. Engaging, accessible and comprehensive, Discourse in English Language Education richly demonstrates how Discourse Studies can inform the teaching of English and other languages, both as a foreign language and in the mother tongue. It will be essential reading for upper undergraduates and postgraduates with interests in Applied Linguistics, TESOL and Language Education.

Grammar, Meaning, and Concepts: A Discourse-Based Approach to English Grammar is a book for language teachers and learners that focuses on the meanings of grammatical constructions within discourse, rather than on language as structure governed by rigid rules. This text emphasizes the ways in which users of language construct meaning, express viewpoints, and depict imageries using the conceptual, meaning-filled categories that underlie all of grammar. Written by a team of authors with years of experience teaching grammar to future teachers of English, this book puts grammar in the context of real language and illustrates grammar in use through an abundance of authentic data examples. Each chapter also provides a variety of activities that focus on grammar, genre, discourse, and meaning, which can be used as they are or can be adapted for classroom practice. The activities are also designed to raise awareness about discourse, grammar, and meaning in all facets of everyday life, and can be used as springboards for upper high school, undergraduate, and graduate level research projects and inquiry-based grammatical analysis.

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Grammar, Meaning, and Concepts is an ideal textbook for those in the areas of teacher education, discourse analysis, applied linguistics, second language teaching, ESL, EFL, and communications who are looking to teach and learn grammar from a dynamic perspective.

This introductory textbook presents a variety of approaches and perspectives that can be employed to analyze any sample of discourse. The perspectives come from multiple disciplines, including linguistics, sociolinguistics, and linguistic anthropology, all of which shed light on meaning and the interactional construction of meaning through language use. Students without prior experience in discourse analysis will appreciate and understand the micro-macro relationship of language use in everyday contexts, in professional and academic settings, in languages other than English, and in a wide variety of media outlets. Each chapter is supported by examples of spoken and written discourse from various types of data sources, including conversations, commercials, university lectures, textbooks, print ads, and blogs, and concludes with hands-on opportunities for readers to actually do discourse analysis on their own. Students can also utilize the book's comprehensive companion website, with flash cards for key terms, quizzes, and additional data samples, for in-class activities and self-study. With its accessible multi-disciplinary approach and comprehensive data samples from a variety of sources, Discourse Analysis is the ideal core text for the discourse analysis course in applied linguistics, English, education, and communication programs.

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

This volume is intended for students who desire a practical introduction to the use of language in daily and professional life. It may be used either as part of a course or as an aid to

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independent study. Readers will find that concepts relating to language and discourse are highlighted in the text, explained clearly, illuminated through examples and practice exercises, and defined in the "Glossary/Index" at the back of the book. Divided into two parts, this text presents an introduction to the elements and practice of discourse analysis in general, as well as an introduction to the actual kinds of discourse crucial to personal and professional life. In Part I, examples and practice exercises are used which make use of a variety of genres common in daily and professional life. Genres included are advertising, biography, travel guide, news clipping, prose fiction, students' writing, telephone conversation, poetry, police-suspect interview, face-to-face conversation, war cry, political speech, medical text, legislation, textbook, discourse of the mentally disturbed, and detective fiction among others. Wherever feasible, authentic examples are used. Part II of the book applies the principles and techniques of Part I to an investigation of discourse in daily use. Chapters include discourse in education, medicine, law, the media, and literature. Not only will these be of particular interest to students planning to enter any of these professions, but will also be of general interest, since all of us encounter them in daily life. As a result, this is a very practical book.

Applied Linguistics and Language Teacher Education is aimed at applied linguists who are interested in understanding more about the learning of novice teachers in their classes. The 21 studies in this volume provide information on the complexity of novice teachers learning and use of knowledge in a variety of applied linguistics classes such as SLA, Syntax, Pragmatics, Sociolinguistics, Phonetics and Phonology, L2 Reading and Writing, Testing, and Content Based Instruction. These studies were conducted in a variety of contexts, from North and South America to

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Europe, Asia and Australia, and look at the preparation of teachers of English, Spanish and Chinese. The book also includes a state-of-the-art summary of research on knowledge acquisition and use which provides applied linguists with a solid basis for developing their ideas about their students learning and use of the knowledge presented in their classes.

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.

A practical introduction to the field of discourse analysis and its relevance for language teaching.

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 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

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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).

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 for Language Teachers Cambridge University Press

Discourse and Digital Practices shows how tools from discourse analysis can be used to help us understand new communication practices associated with digital media, from video gaming and social networking to apps and photo sharing. This cutting-edge book: draws together fourteen eminent scholars in the field including James Paul Gee, David Barton, Ilana Snyder, Phil Benson, Victoria Carrington, Guy Merchant, Camilla Vasquez, Neil Selwyn and Rodney Jones answers the central question: "How does discourse analysis enable us to understand digital practices?" addresses a different type of digital media in each chapter demonstrates how digital practices and the associated new technologies challenge discourse analysts to adapt traditional analytic tools and formulate new theories and methodologies examines digital practices from a wide variety of approaches including textual analysis, conversation analysis, interactional sociolinguistics, multimodal discourse analysis, object ethnography, geosemiotics, and critical discourse analysis. Discourse and Digital Practices will be of interest to advanced

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students studying courses on digital literacies or language and digital practices.

A course aimed at ELT managers (eg. Directors and Assistant Director of Studies) and candidates undertaking the Cambridge ESOL International Diploma in Language Teaching Management (IDLTM).

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

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today's multilingual classrooms

Discourse Analysis is becoming increasingly "multimodal", concerned primarily with the interplay of language, image and sound. Video Games allow humans to create, live in and have conversations with new multimodal worlds. In this ground-breaking new textbook, best-selling author and experienced gamer, James Paul Gee, sets out a new theory and method of discourse analysis which applies to language, the real world, science and video games. Rather than analysing the language of video games, this book uses discourse analysis to study games as communicational forms. Gee argues that language, science, games and everyday life are deeply related and each is a series of conversations. Discourse analysis should not be just about language, but about human interactions with the world, with games, and with each other, interactions that make meaning and sustain lives amid risk and complexity. Written in a highly accessible style and drawing on a wide range of video games from World of Warcraft and Chibi-Robo to Tetris, this engaging textbook is essential reading for students in discourse analysis, new media and digital culture.

This work fills a significant need for a well-researched yet readable guide to discourse analysis. Using cross-linguistic principles and providing copious examples from both narratives and episodes, Runge takes the reader from linguistic theory to practical exegetical application.

Introducing a function-based approach to linguistics, Runge explores New Testament Greek grammatical conventions by focusing on the communication tasks they accomplish. His study of the ways in which words

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are used in texts and contexts has less to do with the specifics of speech and more to do with how humans are wired to process it. Therefore, Runge looks at how all languages operate before focusing on Greek. This examination of linguistics in general simplifies the analytical process, and explains how and why we communicate as we do. Readers will learn that discourse analysis necessarily complements today's formal approaches to linguistics, as they are simultaneously led to a more accurate description of the biblical text.

Uniquely bringing together discourse analysis, critical literacy, and teacher research, this book invites teacher educators, literacy researchers, and discourse analysts to consider how discourse analysis can be used to foster critical literacy education. It is both a guide for conducting critical discourse analysis and a look at how the authors, alongside their teacher education students, used the tools of discourse analysis to inquire into, critique, and design critical literacy practices. Through an intimate look at the workings of a university teacher education course and the discourse analysis tools that teacher-researchers use to understand their classrooms, the book provides examples of both pre-service teachers and teacher educators becoming critically literate. The context-rich examples highlight the ways in which discourse analysis aids teachers' decision making in the moment and reflections on their practice over time. Readers learn to conduct discourse analysis as they read about critical literacy practices at the university level. Designed to be interactive, each chapter features step-by-step procedures for conducting each kind of

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discourse analysis (narrative, critically oriented, multimodal), sample analyses, and additional readings and resources. By attending to the micro-interactions as well as processes that unfold across time, the book illustrates the power and potential of discourse analysis as a pedagogical and research tool.

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 analysis considers how language, both spoken and written, enacts social and cultural perspectives and identities. Assuming no prior knowledge of linguistics, *An Introduction to Discourse Analysis* examines the field and presents James Paul Gee's unique integrated approach which incorporates both a theory of language-in-use and a method of research. *An Introduction to Discourse Analysis* can be used as a stand-alone textbook or ideally used in conjunction with the practical companion title *How to do Discourse Analysis: A Toolkit*. Together they provide the complete resource for students studying discourse analysis. Updated throughout, the fourth edition of this seminal textbook also includes two new chapters: 'What is Discourse?' to further understanding of the topic, as well as a new concluding section. A new companion website www.routledge.com/cw/gee features a frequently asked questions section, additional tasks to support understanding, a glossary and free access to journal

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articles by James Paul Gee. Clearly structured and written in a highly accessible style, *An Introduction to Discourse Analysis* includes perspectives from a variety of approaches and disciplines, including applied linguistics, education, psychology, anthropology and communication to help students and scholars from a range of backgrounds to formulate their own views on discourse and engage in their own discourse analysis. This is an essential textbook for all advanced undergraduate and postgraduate students of discourse analysis.

This volume gives intellectual space to a range of current perspectives on classroom discourse research and provides a forum for conversations about the research process. Classroom discourse researchers from different theoretical perspectives provide five separate analyses of the same instructional unit in a high school biology class, using the same set of data. Interwoven with the five research reports are several conversations among the editors and researchers regarding specific aspects of the research process. These conversations illuminate some of the actual decisions that researchers make when looking at data and crafting their analyses. This book is intended for graduate students, researchers, and teacher educators across the fields of applied linguistics and education who are interested in studying classroom discourse and, more generally, language-in-use. With its focus on both the research process and the outcomes of research, as well as on the theory-method relationship, this book is relevant for courses in research methodology, language in education, applied linguistics,

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discourse analysis, language development, and multiculturalism in the classroom.

Routledge English Language Introductions cover core areas of language study and are one-stop resources for students. Assuming no prior knowledge, books in the series offer an accessible overview of the subject, with activities, study questions, sample analyses, commentaries and key readings - all in the same volume. The innovative and flexible 'two dimensional' structure is built around four sections - introduction, development, exploration and extension - which offer self-contained stages for study. Each topic can also be read across these sections, enabling the reader to build gradually on the knowledge gained. Each book in the series has a companion website with extra resources for teachers, lecturers and students. Discourse Analysis, 2nd Edition: - provides a comprehensive overview of the major approaches to and methodological tools used in discourse analysis; - introduces both traditional perspectives on the analysis of texts and talk as well as more recent approaches that address technologically mediated and multimodal discourse; - incorporates practical examples using real data; - includes new articles from key authors in the field, including Jan Blommaert, William Labov, Paul Baker, Penelope Brown and Stephen Levinson; - is supported by a companion website featuring extra activities, additional guidance, useful links and multimedia examples including sound files and YouTube videos. Features of the new edition include: new readings featuring cutting-edge research; updated references; revised and refreshed examples; and a wider range of material from social media that includes Twitter, Instagram and Snapchat. Written by an experienced teacher and author, this accessible textbook is essential reading for all students of English language and linguistics.

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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)

In this book Michael McCarthy and Ronald Carter describe the discursial 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 discursial 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

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authors argue the need for language teachers, syllabus planners and curriculum organisers to give greater attention to language as discourse.

While *Designing Tasks* underpins this new title, the material has been thoroughly updated and includes four new chapters. Accessible yet theoretically rich, this landmark text introduces key concepts and issues in critical discourse analysis and situates these within the field of educational research. The book invites readers to consider the theories and methods of three major traditions in critical discourse studies – discourse analysis, critical discourse analysis, and multimodal discourse analysis -- through the empirical work of leading scholars in the field. Beyond providing a useful overview, it contextualizes CDA in a wide range of learning environments and identifies how CDA can shed new insights on learning and social change. Detailed analytic procedures are included – to demystify the process of conducting CDA, to invite conversations about issues of trustworthiness of interpretations and their value to educational contexts, and to encourage researchers to build on the scholarship in critical discourse studies. This edition features a new structure; a touchstone chapter in each section by a recognized expert (Gee, Fairclough, Kress); and a stronger international focus on both theories and methods. **NEW!** Companion Website with Chapter Extensions; Interviews; Bibliographies; and Resources for Teaching Critical Discourse Analysis.

In this book, Farr examines the spoken and written language of post-observation teaching-practice feedback on teacher education programs. To do so, she draws upon theories from discourse analysis, conversation analysis, and pragmatics to frame the analysis of feedback meetings and written tutor reports, which are then examined using comparative quantitative and qualitative corpus-based techniques. The overall aim is to determine the defining characteristics of this

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genre, focusing especially on pragmatic factors, with the ultimate goal of investigating the salient aspects responsible for making feedback both effective and affective. Farr's research draws upon a spoken corpus of feedback interactions and a written corpus of tutor reports from language teacher education and is also strongly informed by data in the form of diary reflections and questionnaire responses from student teachers and questionnaire responses from the relevant tutors.

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