

Discourse Analysis for Language Teachers

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What Is Discourse Analysis?

Discourse analysis is the examination of language use by members of a speech community. It involves looking at both language form and language function and includes the study of both spoken interaction and written texts. It identifies linguistic features that characterize different genres as well as social and cultural factors that aid in our interpretation and understanding of different texts and types of talk. A discourse analysis of written texts might include a study of topic development and cohesion across the sentences, while an analysis of spoken language might focus on these aspects plus turn-taking practices, opening and closing sequences of social encounters, or narrative structure.

The study of discourse has developed in a variety of disciplines—sociolinguistics, anthropology, sociology, and social psychology. Thus discourse analysis takes different theoretical perspectives and analytic approaches: speech act theory, interactional sociolinguistics, ethnography of communication, pragmatics, conversation analysis, and variation analysis (Schiffrin, 1994). Although each approach emphasizes different aspects of language use, they all view language as social interaction.

This digest focuses on the application of discourse analysis to second language teaching and learning. It provides examples of how teachers can improve their teaching practices by investigating actual language use both in and out of the classroom, and how students can learn language through exposure to different types of discourse. Detailed introductions to discourse analysis, with special attention to the needs and experiences of language teachers, can be found in Celce-Murcia and Olshtain (2000), Hatch (1992), McCarthy (1992), McCarthy and Carter (1994), and Riggensbach (1999).

Discourse Analysis and Second Language Teaching

Even with the most communicative approaches, the second language classroom is limited in its ability to develop learners' communicative competence in the target language. This is due to the restricted number of contact hours with the language; minimal opportunities for interacting with native speakers; and limited exposure to the variety of functions, genres, speech events, and discourse types that occur outside the classroom. Given the limited time available for students to practice the target language, teachers should maximize opportunities for student participation. Classroom research is one way for teachers to monitor both the quantity and quality of students' output. By following a four-part process of Record-View-Transcribe-Analyze, second language teachers can use discourse analytic techniques to investigate the interaction patterns in their classrooms and to see how these patterns promote or hinder opportunities for learners to practice the target language. This process allows language teachers to study their own teaching behavior—specifically, the frequency, distribution, and types of questions they use and their effect on students' responses.

Step One: Videotape a complete lesson. Be sure to capture all of your questions and the students' responses. (Opportuni-

nities to speak the target language are often created by teachers' questions.)

Step Two: Watch the videotape. As you watch it, think about the types of questions you asked. Look for recurring patterns in your questioning style and the impact it has on the students' responses.

Step Three: Transcribe the lesson. A transcript will make it easier to identify the types of questions in the data and to focus on specific questions and student responses.

Step Four: Analyze the videotape and transcript. Why did you ask each question? What type of question was it—open (e.g., "What points do you think the author was making in the chapter you read yesterday?") or closed (e.g., "Did you like the chapter?")? Was the question effective in terms of your goals for teaching and learning? What effect did your questions have on the students' opportunities to practice the target language? How did the students respond to different types of questions? Were you satisfied with their responses? Which questions elicited the most discussion from the students? Did the students ask any questions? Focusing on actual classroom interaction, teachers can investigate how one aspect of their teaching style affects students' opportunities for speaking the target language. They can then make changes that will allow students more practice with a wider variety of discourse types.

Teachers can also use this process of Record-View-Transcribe-Analyze to study communication patterns in different classroom activities, such as student-to-student interactions during a paired role-play task and during a small-group cooperative learning activity. Communicative activities are expected to promote interaction and to provide opportunities for students to engage in talk. Teachers are likely to discover that students produce different speech patterns in response to different tasks. For example, a map activity is likely to elicit a series of questions and answers among participants, whereas a picture narration task requires a monologue developed around a narrative format. Given that teachers use communicative tasks to evaluate learners' proficiency, a better understanding of the influence of specific activities on learner discourse will likely lead teachers to use a greater variety of tasks in order to gain a more comprehensive picture of students' abilities. By recording, transcribing, and analyzing students' discourse, teachers can gain insight into the effect of specific tasks on students' language production and, over time, on their language development.

A discourse analysis of classroom interactions can also shed light on cross-cultural linguistic patterns that may be leading to communication difficulties. For example, some speakers may engage in overlap, speaking while someone else is taking a turn-at-talk. For some linguistic groups, this discourse behavior can be interpreted as a signal of engagement and involvement; however, other speakers may view it as an interruption and imposition on their speaking rights. Teachers can use the Record-View-Transcribe-Analyze technique to study cross-cultural interactions in their classrooms, helping students identify different communication strategies and their potential for miscommunication.

Discourse Analysis For Language Teachers Mindset Technology

Marianne Celce-Murcia, Elite Olshtain



Discourse Analysis For Language Teachers Mindset Technology:

New Technologies and Language Learning Li Li, 2017-04-24 This research led textbook investigates the use of new technologies for language learning linking theory to practice The book synthesises previous technology use including Computer Assisted Language Learning theory and research and describes practical applications for both second and foreign language classrooms including detailed examples of these applications and the procedures for evaluating them

Proceedings of the International Conference on Information Engineering and Applications (IEA) 2012 Zhicai Zhong, 2013-03-28 Information engineering and applications is the field of study concerned with constructing information computing intelligent systems mathematical models numerical solution techniques and using computers and other electronic devices to analyze and solve natural scientific social scientific and engineering problems Information engineering is an important underpinning for techniques used in information and computational science and there are many unresolved problems worth studying The Proceedings of the 2nd International Conference on Information Engineering and Applications IEA 2012 which was held in Chongqing China from October 26 28 2012 discusses the most innovative research and developments including technical challenges and social legal political and economic issues A forum for engineers and scientists in academia industry and government the Proceedings of the 2nd International Conference on Information Engineering and Applications presents ideas results works in progress and experience in all aspects of information engineering and applications

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Linguistics and Language Behavior Abstracts, 2008 Performative Linguistic Space Neriko Musha Doerr, Jennifer M. McGuire, 2023-09-18 This volume explores performative linguistic space namely a space which ushers or hinders linguistic practices Space is made productive as a result of individuals who bring linguistic politics from diverse spaces into new ones By moving away from the notions of discrete units of language and linguistic communities associated with a specific space this volume suggests a fluid productive aspect of space It goes beyond the assumed space linguistic community association through ethnographic accounts that mediate linguistic anthropology cultural geography sociolinguistics and deaf studies

Transforming Teacher Preparation Through Identity, Development, and Effective Technologies Sargent, Denise LaVoie, Murphy, Kristin M., 2024-08-09 In the landscape of global education there is a dire shortage of teachers exacerbated by declining enrollment rates and a mass exodus of educators particularly in urban settings UNESCO's revelation that millions of teachers are needed by 2030 underscores the critical gaps in our ability to provide quality education As the education sector grapples

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Big Data Computing Tanvir Habib

Sardar,Bishwajeet Kumar Pandey,2024-02-27 This book primarily aims to provide an in depth understanding of recent advances in big data computing technologies methodologies and applications along with introductory details of big data computing models such as Apache Hadoop MapReduce Hive Pig Mahout in memory storage systems NoSQL databases and big data streaming services such as Apache Spark Kafka and so forth It also covers developments in big data computing applications such as machine learning deep learning graph processing and many others Features Provides comprehensive analysis of advanced aspects of big data challenges and enabling technologies Explains computing models using real world examples and dataset based experiments Includes case studies quality diagrams and demonstrations in each chapter Describes modifications and optimization of existing technologies along with the novel big data computing models Explores references to machine learning deep learning and graph processing This book is aimed at graduate students and researchers in high performance computing data mining knowledge discovery and distributed computing

Education for Democracy

Steven P. Camicia,Ryan Knowles,2021-01-01 This book presents a vision of education for democracy built around promoting equity and social justice In doing so Camicia and Knowles challenge many of the common perspectives of democratic education deliberation and the common good The authors have published widely on the topic of education for democracy This book builds upon their work to assist practicing teachers teacher educators graduate students and educational researchers in understanding the background of education for democracy as well as new directions for the field While one of the primary goals of public schools is to teach students how to build better communities this goal is increasingly difficult given the degree of political polarization within societies Recent events provide no shortage of challenges to democracy in the United States and beyond Utilizing theory and research Camicia and Knowles promote instructional methods that are responsive to changing cultural and political contexts There is an increasing need to rethink democratic principles and how these principles might be supported in classrooms in order to teach for social justice This requires a move away from often stated idealistic notions of deliberative democracy toward a perspective of education for democracy that incorporates aspects of

identity interests and inequitable power relations within society Higher Education Learning Methodologies and Technologies Online Pasquale Ardimento, Raffaele Di Fuccio, Giovanni Fulantelli, Pierpaolo Limone, Riccardo Pecori, Paolo Raviolo, Marco Rondonotti, Daniele Schicchi, Davide Taibi, Gianluca Zaza, 2025-08-07 The two volume set CCIS 2467 and 2468 constitutes the refereed post conference proceedings of the 6th International Conference on Higher Education Learning Methodologies and Technologies Online HELMeTO 2024 held in Rome Italy during September 25 27 2024 The 46 revised full papers presented in these proceedings were carefully reviewed and selected from 101 submissions The papers are organized in the following topical sections Part I Artificial Intelligence in Education Emerging Technologies and Digital Transformation in Education Part II Inclusion Well being and Student Support Educational Policy Ethics and Teacher Professional Development *Moving Targets* Leslie David Burns, 2005 *ADFL Bulletin* Association of Departments of Foreign Languages (U.S.), 1994 **Current Index to Journals in Education** , 2002 *Discourse Analysis for Language Teachers* Michael McCarthy, 1999 Abstracts of the Annual Meeting American Anthropological Association, 2001 *Index to Theses with Abstracts Accepted for Higher Degrees by the Universities of Great Britain and Ireland and the Council for National Academic Awards* , 2008 Japanese Language and Literature , 2009 **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 **British Education Index** , 2000 *Bernd and Hilla Becher* Susanne Lange, 2007 The compelling story of the collaboration of the most important husband and wife team in the history of photography a lavishly illustrated critical assessment of their lifelong project of documenting the industrial landscape of the twentieth century Arts & Humanities Citation Index , 1994

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