

DISCOURSE AND CONTEXT IN LANGUAGE TEACHING

A Guide for Language Teachers

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Discourse And Context In Language Teaching A For Language Teachers

Eli Hinkel, Sandra Fotos



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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 *Discourse and Context in Language Teaching* Marianne Celce-Murcia, Elite Olshtain, 2000 Recommends that language teachers incorporate discourse and pragmatics in their teaching if they wish to implement a communicative approach in their classrooms The authors show how a discourse perspective can enhance the teaching of traditional areas of linguistic knowledge and language skills

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

Language as Discourse Michael McCarthy, Ronald Carter, 2014-07-22 In this book Michael McCarthy and Ronald Carter describe the discoursal 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 discoursal 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

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

Context and Culture in Language Teaching and Learning Michael Byram, Peter Grundy, 2003 The chapters in this book all address the significance of the relationship between the aims and methods of language teaching and the contexts in which it takes place Some consider the implications for the ways in which we research language teaching others present the results of research and development work

The Role of Context in Language Teachers' Self Development and Motivation Amy S. Thompson, 2021-02-09 This book unpacks data from conversations with bi multilingual EFL teachers whose L1s are languages other than English and who are from understudied contexts Argentina Egypt Estonia Senegal Turkey Ukraine and Vietnam to provide insights into the formation of ideal teacher selves The author discusses the complexities surrounding the development of the teachers selves and motivation as well as their intertwinement with the sociopolitical realities of their individual contexts The work reveals how these realities and the specific social interactions that occur therein influence the language learning and teaching processes it also challenges the notions of and the need for a native non native speaker dichotomy in the field Expanding on Ushioda's 2009 person in context approach and reflecting on the multilingual settings of the teachers the integration of the context specific politics of language learning and teaching is a fresh approach to work in motivation

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 Teacher Education in a Multilingual Context John Trent, Xuesong Gao, Mingyue Gu, 2013-10-07 This book provides a multifaceted multilayered examination of the processes and challenges language teachers face in constructing their professional identities in multilingual contexts such as Hong Kong It focuses on how professional and personal identities are enacted as individuals cross geographic educational and socio cultural boundaries to become English language teachers in Hong Kong It explores the construction of language teachers professional identities from multiple perspectives in multiple settings including pre service and in service teachers from Hong Kong Mainland China and Western countries Understanding the difficulties and challenges these language teachers face in their identity and professional development is of relevance to teachers and

teacher educators as well as those interested in becoming language teachers in multilingual contexts *Understanding Context in Language Use and Teaching* Éva Illés, 2020-05-06 This book is a guide to understanding and applying the essential heretofore elusive notion of context in language study and pedagogy va Ill s offers a new critical systematic theoretical framework then applies that framework to practical interactions and issues in communicative language teaching rooted in English as a Lingua Franca By linking theory and practice for research and teaching around the world this book brings a new awareness of how context can be conceptualised and related to language pedagogy to advanced students teachers teacher educators and researchers of language teaching applied linguistics and pragmatics 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 **Forum** , 1987 *The Complexity of Identity and Interaction in Language Education* Nathanael Rudolph, Ali Fuad Selvi, Bedrettin Yazan, 2020-08-07 This book addresses two critical calls pertaining to language education Firstly for attention to be paid to the transdisciplinary nature and complexity of learner identity and interaction in the classroom and secondly for the need to attend to conceptualizations of and approaches to manifestations of inequity in the sociohistorical contexts in which they occur Collectively the chapters envision classrooms and educational institutions as sites both shaping and shaped by larger trans communal negotiations of being and belonging in which individuals affirm and or problematize essentialized and idealized nativeness and community membership The volume comprised of chapters contributed by a diverse array of researcher practitioners living working and or studying around the globe is intended to inform empower and inspire stakeholders in language education to explore potentially reimagine and ultimately critically and practically transform the communities in which they live work and or study *Corpus Linguistics and Cross-Disciplinary Action Research* Joanna Baumgart, 2021-11-29 In this book Joanna Baumgart offers a detailed and innovative account of how a mixed methods approach combining corpus linguistics and discourse analysis can shed light on educational practice Corpus Linguistics and Cross Disciplinary Action Research is based on a 22 000 word corpus of mathematics lessons in a multicultural secondary school in Ireland with the analysis of classroom data supported by insights from reflective meetings with the participating teacher It demonstrates how examination of video recordings of lessons and reflective conversations facilitate discursive changes in the classroom and increase teacher awareness of classroom interaction Throughout the role

of teacher talk is used as a model in the subject specific discourse into which students are socialized Baumgart also relates the story of a successful interdisciplinary approach to action research thereby providing an example of how talk and interaction can be examined within wider educational contexts Building on the premise of the key role which language and talk in particular plays in teaching and learning processes this book will be of keen interest to teacher educators as well as researchers in the fields of corpus linguistics discourse analysis and educational linguistics

New Perspectives on Grammar Teaching in Second Language Classrooms Eli Hinkel, Sandra Fotos, 2001-07-01 *New Perspectives on Grammar Teaching in Second Language Classrooms* brings together various approaches to the contextualized teaching of grammar and communicative skills as integrated components of second language instruction Its purpose is to show from both theoretical and practical perspectives that grammar teaching can be made productive and useful in ESL and EFL classrooms In this text First rate scholars approach the teaching of grammar from multiple complementary perspectives providing an original comprehensive treatment of the topic Discourse analysis and research data are used to address such pedagogical areas as grammatical and lexical development in speaking listening reading and writing The communicative perspective on ESL and EFL instruction that is presented provides ways for learners to enhance their production skills whereas the meaning based grammar instruction can supplement and strengthen current methodology with a communicative focus This volume is intended as a foundational text for second language grammar pedagogy courses at the advanced undergraduate and master s levels

Innovative Practices in Language Teacher Education Tammy S. Gregersen, Peter D. MacIntyre, 2017-02-28 This volume addresses innovations in language teacher education offering a diversity of personal psychological perspectives and topics in the theory and or practice in language teacher education The text deals with innovations in teaching for learning teacher autonomy dynamic self reflection peace education professionalism action research socio emotional intelligence embodiment professional development NeuroELT and more Organized in three sections the chapters inspire readers to reflect upon what it means to grow as a teacher as they navigate the intra to inter personal continuum The editors draw the main themes together and discuss them in light of an innovations framework developed by Rogers including relative advantage compatibility complexity trialability and observability in order to express in concrete terms the ways in which each idea can be considered innovative Throughout the anthology the reader will find specific novel ways in which to work towards good practice in language teacher education

Understanding English Language Teaching in EFL Context Kamal Ud Din, 2023-02-17 This volume is comprehensively designed to help prospective teachers of English Language EL and teachers specializing in English as a foreign language EFL mainly in South Asian countries It analyses the application of ELT theories concepts and methods to sharpen their understanding of the various techniques used for teaching English effectively in the EFL context The book discusses the basic concepts of language aimed to develop a sense of the language phenomenon as a unique human attribute It covers the theories of language from various disciplines such as biology sociology psychology

and linguistics The book explains the underlying structures or components that shape the edifice of languages such as phonology morphology syntax grammar phonetics semantics and pragmatics While taking the reader through language learning theories with a focus on English as the second language it discusses the different teaching methods that can be adopted by teachers in classroom settings The book will be of interest to teachers students and researchers of education teacher education and ELT It will also be useful for educators English language teachers language learners professionals working in the field of education and language and those who aspire to teach and learn English in foreign context CLIL in Context Practical Guidance for Educators Fred Genesee,Else Hamayan,2016-09-08 A collaborative series with the University of Cambridge Faculty of Education highlighting leading edge research across Teacher Education International Education Reform and Language Education Resources in Education ,1997

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Table of Contents Discourse And Context In Language Teaching A For Language Teachers

1. Understanding the eBook Discourse And Context In Language Teaching A For Language Teachers
 - The Rise of Digital Reading Discourse And Context In Language Teaching A For Language Teachers
 - Advantages of eBooks Over Traditional Books
2. Identifying Discourse And Context In Language Teaching A For Language Teachers
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Discourse And Context In Language Teaching A For Language Teachers
 - User-Friendly Interface
4. Exploring eBook Recommendations from Discourse And Context In Language Teaching A For Language Teachers
 - Personalized Recommendations
 - Discourse And Context In Language Teaching A For Language Teachers User Reviews and Ratings

- Discourse And Context In Language Teaching A For Language Teachers and Bestseller Lists
- 5. Accessing Discourse And Context In Language Teaching A For Language Teachers Free and Paid eBooks
 - Discourse And Context In Language Teaching A For Language Teachers Public Domain eBooks
 - Discourse And Context In Language Teaching A For Language Teachers eBook Subscription Services
 - Discourse And Context In Language Teaching A For Language Teachers Budget-Friendly Options
- 6. Navigating Discourse And Context In Language Teaching A For Language Teachers eBook Formats
 - ePub, PDF, MOBI, and More
 - Discourse And Context In Language Teaching A For Language Teachers Compatibility with Devices
 - Discourse And Context In Language Teaching A For Language Teachers Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Discourse And Context In Language Teaching A For Language Teachers
 - Highlighting and Note-Taking Discourse And Context In Language Teaching A For Language Teachers
 - Interactive Elements Discourse And Context In Language Teaching A For Language Teachers
- 8. Staying Engaged with Discourse And Context In Language Teaching A For Language Teachers
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Discourse And Context In Language Teaching A For Language Teachers
- 9. Balancing eBooks and Physical Books Discourse And Context In Language Teaching A For Language Teachers
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Discourse And Context In Language Teaching A For Language Teachers
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Discourse And Context In Language Teaching A For Language Teachers
 - Setting Reading Goals Discourse And Context In Language Teaching A For Language Teachers
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Discourse And Context In Language Teaching A For Language Teachers
 - Fact-Checking eBook Content of Discourse And Context In Language Teaching A For Language Teachers
 - Distinguishing Credible Sources

13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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