

Discourse Analysis for Language Teachers

DOUGLAS A. DEMO, CENTER FOR APPLIED LINGUISTICS

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. (Opportu-

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

Leslie David Burns



Discourse Analysis For Language Teachers Mindset Technology:

Handbook of Research on Educational Communications and Technology J. Michael Spector, M. David Merrill, Jan Elen, M. J. Bishop, 2013-07-03 The 4th edition of the Handbook of Research on Educational Communications and Technology expands upon the previous 3 versions providing a comprehensive update on research pertaining to new and emerging educational technologies Chapters that are no longer pertinent have been eliminated in this edition with most chapters being completely rewritten expanded and updated Additionally new chapters pertaining to research methodologies in educational technology have been added due to expressed reader interest Each chapter now contains an extensive literature review documenting and explaining the most recent outstanding research including major findings and methodologies employed The Handbook authors continue to be international leaders in their respective fields the list is cross disciplinary by design and great effort was taken to invite authors outside of the traditional instructional design and technology community *Understanding EAP Learners' Beliefs about Language Learning from a Socio-cultural Perspective* Chili Li, 2021-02-09 This book focuses on the dynamic nature of EAP English for academic purposes learners beliefs about language learning in their shift from an EFL English as a foreign language environment to an EMI English as the medium of instruction setting in mainland China It adopts a mixed method paradigm whose quantitative part aims to capture the general dynamic feature of the selected student population while its qualitative part attempts to unveil the process of change in beliefs about language learning among the sample It is hypothesized that the change in their beliefs about language learning is the result of the interplay between the learners agency and the mediation of the contextual realities at the institutional and social levels

Pedagogies for Autonomy in Language Teacher Education Manuel Jiménez Raya, Borja Manzano Vázquez, Flávia Vieira, 2024-06-28 This book aims to challenge established teaching cultures to promote teacher autonomy and autonomy oriented pedagogies in language teacher education Offering a set of inspiring case studies that illustrate language teacher education for autonomy as a space of multiple possibilities the book fuses theory and practice and gives a holistic view of the changing landscape of language teacher education accounting for the transformative power of educational practices that help teachers think and act in informed context specific and learner centred ways It also demonstrates the importance of autonomy in language teacher education contexts specifically to foster teachers professional learning identity and agency as well as in assessing and reshaping teacher education programmes This book will be particularly useful to researchers scholars and postgraduate students in the fields of teaching and teacher education modern foreign languages and teaching and learning language research more broadly Curriculum designers and language teacher education programme directors may also find the volume of use **Classroom Discourse Competence** Katrin Thomson, 2022-04-04 In language learning contexts the role of the language teacher is a particularly crucial one it is the teacher who through and with their use of the foreign language has a significant influence on the extent to which language learners are linguistically cognitively activated

and thus determines whether processes of language learning are initiated and promoted or perhaps even impeded or prevented. Thus it is of utmost importance for language teachers to acquire a high level of classroom discourse competence. CDC is a professional competence that goes far beyond the notions of FL proficiency and communicative competence. Located at the intersection of theory, classroom research, and practical approaches to EFL teacher education, Classroom Discourse Competence: Current Issues in Language Teaching and Teacher Education offers university students, trainee teachers, in-service teachers, and teacher educators a comprehensive conceptualization of CDC. Part I: Furthermore, the chapters in this book explore facets of CDC. Part II: and present good practice examples of CDC development in the context of pre-service teacher education. Part III: *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. *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 synthesizes 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 of Economics Business and Economics Education Science (ICE-BEES-24)* Kris Brantas Abiprayu, Avi Budi Setiawan, 2024-10-02. This is an open access book. ICE-BEES 2024 is a refereed conference organized by Universitas Negeri Semarang, Indonesia, in collaboration with University Teknologi MARA, Malaysia, and Diponegoro University, Indonesia. The conference will be held from 12th to 13th June 2024 at Oak Tree Hotel in Semarang City, Central Java Province, Indonesia. **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 **e-Learning Ecologies** Bill Cope, Mary Kalantzis, 2017-02-17 e Learning Ecologies explores transformations in the patterns of pedagogy that accompany e learning the use of computing devices that mediate or supplement the relationships between learners and teachers to present and assess learnable content to provide spaces where students do their work and to mediate peer to peer interactions Written by the members of the new learning research group this textbook suggests that e learning ecologies may play a key part in shifting the systems of modern education even as technology itself is pedagogically neutral The chapters in this book aim to create an analytical framework with which to differentiate those aspects of educational technology that reproduce old pedagogical relations from those that are genuinely innovative and generative of new kinds of learning Featuring case studies from elementary schools colleges and universities on the practicalities of new learning environments e Learning Ecologies elucidates the role of new technologies of knowledge representation and communication in bringing about change to educational institutions *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 with these challenges *Transforming Teacher Preparation Through Identity Development and Effective Technologies* offers valuable solutions This compilation responds to the pressing need for a paradigm shift in teacher preparation offering insights recommendations and diverse perspectives from experts worldwide to address the current crisis and shape the future of education Teacher shortages and diminishing enrollment rates coupled with the departure of educators pose a significant threat to the quality of education globally Urban areas in particular witness a disproportionate exodus of educators creating disparities that impact the most vulnerable students The COVID 19 pandemic has further emphasized the need for innovative technology driven solutions in teacher preparation As schools deal with these issues the imperative is to not only reflect on the current state of teacher preparation but also to set forth recommendations that will transform the field ensuring a robust and resilient education system for the years to come

Routledge Handbook of Technological Advances in Researching Language Learning Karim Sadeghi, 2024-11-29 The Routledge Handbook of Technological Advances in Researching Language Learning is the first volume to bring together the extant scholarship on the nature and role of digital technology in conducting second language research The Handbook showcases technological advances including issues and considerations affecting research conduction in second language education The contributions focus on the role of digital technology in researching second language education second language acquisition and applied linguistics Contributions by both seasoned and junior scholars feature empirical studies and

methodological and or theoretical discussions of technological tools used or tools that can be used for conducting research into various aspects of second language learning and acquisition This book will primarily appeal to academic specialists practitioners and professionals in the field of applied linguistics and second language education The book will also be informative for scholars and professionals in disciplines such as educational technology and TESOL *Managing Information Technology in a Global Economy* Information Resources Management Association. International Conference,2001 Today opportunities and challenges of available technology can be utilized as strategic and tactical resources for your organization Conversely failure to be current on the latest trends and issues of IT can lead to ineffective and inefficient management of IT resources *Managing Information Technology in a Global Economy* is a valuable collection of papers that presents IT management perspectives from professionals around the world The papers introduce new ideas refine old ones and possess interesting scenarios to help the reader develop company sensitive management strategies

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 Designing Learning with Digital Technologies Fei Victor Lim,Mercedes Querol-Julián,2024-06-26 This book offers a multimodal perspective on how to design meaningful learning experiences with digital technologies Digital education is of increasing importance in today s digital society and the editors bring together international thought leaders and well established academics across geographical regions to explore the topic The book addresses the need to design learning with digital technologies especially in a post pandemic environment where blended learning has become ubiquitous The book is organised around five themes designing learning digital learning designs digital learning with embodied teaching digital learning interactions and digital multimodal literacies The chapters focus on digital technologies as multimodal semiotic resources and the educational implication of each theme is drawn out from illustrative cases across contexts of learning Essential reading for researchers and postgraduate students this book offers state of the art thinking on how educators can design new learning experiences for students through the meaningful and effective use of digital technologies Chapter 1 of

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Humanistic Aspects of Technical Communication Paul. M. Dombrowski, 2020-11-25 This book has two audiences and purposes The first audience comprises teachers of technical communication and graduate and undergraduate students commonly from English programs and without technical backgrounds The purpose for them is to introduce technical communication from the avenue of humanities with which many are familiar and allied The book serves them as an adjunct to conventional textbooks The second audience comprises scholars and practicing professionals already familiar with technical communication The purpose for them is to provide a handy collection with introduction of significant essays on recent humanistic developments [Resources in Education](#), 2001-10

[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 Taihi, 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

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