

Discourse Analysis For Language Teachers

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 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.

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 book offers a model of classroom discourse analysis that uses systemic functional linguistic theory and associated genre theory to develop a view of classroom episodes as 'curriculum genres', some of which operate in turn as part of larger units of work called 'curriculum macrogenres'. Drawing on Bernstein's work, Christie argues that two registers operate in pedagogic discourse: a regulative register, to do with the goals and directions of the discourse; and an instructional register, to do with the particular 'content' or knowledge at issue. Each can be shown to be realized in distinctive clusters of choices in the grammar. The operation of the regulative register determines the initiation, pacing, sequencing and evaluation of the overall pedagogic activity. The book sets out the its methodology in detail by reference to a number of classroom texts, and a range of school subjects. Overall, schools emerge as sites of symbolic control in a culture.

A practical guide to the methodologies used in language teaching and learning research, providing expert advice and real-life examples from leading TESOL researchers Research Methods in Language Teaching and Learning provides practical guidance on the primary research methods used in second language teaching, learning, and education. Designed to support researchers and students in language education and learning, this highly accessible book covers a wide range of research methodologies in the context of actual practice to help readers fully understand the process of conducting research. Organized into three parts, the book covers qualitative studies, quantitative studies, and systematic reviews. Contributions by an international team of distinguished researchers and practitioners explain and demonstrate narrative inquiry, discourse analysis, ethnography, heuristic inquiry, mixed methods, experimental and quasi-experimental studies, and more. Each chapter presents an overview of a method of research, an in-depth description of the research framework or data analysis process, and a meta-analysis of choices made and challenges encountered. Offering invaluable insights and hands-on research knowledge to students and early-career practitioners alike, this book: Focuses on the research methods, techniques, tools, and practical aspects of performing research Provides firsthand narratives and case studies to explain the decisions researchers make Compares the relative strengths and weaknesses of different research methods Includes real-world examples for each research method and framework to highlight the context of the study Includes extensive references, further reading suggestions, and end-of-chapter review Questions Part of the Guides to Research Methods in Language and Linguistics series, Research Methods in Language Teaching and Learning is essential reading for students, educators, and researchers in all related fields, including TESOL, second language acquisition, English language teaching, and applied linguistics.

Analyzing Discourse and Text Complexity for Learning and Collaborating

A Microethnographic Perspective

Historical Discourse

Perspectives for Language Teaching

Teaching Business Discourse

In-Discourse analysis for language teachers:1991

Discourse Analysis of Languageing and Literacy Events in Educational Settings

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.

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.

This book provides a comprehensive introduction to the use of microethnographic discourse analysis for researching, theorizing, and reconceptualizing the uses of language and literacy in educational settings. The authors apply an ethnographic perspective to discourse analysis to emphasize how teachers and students use spoken and written language to construct knowledge, opportunities for learning, and social relationships. The authors demonstrate how microethnographic discourse analysis at different levels of scale can provide deeper understandings into the nuanced, complex social interactions and relationships that exist in and across educational contexts, including meaning-making, literacy practices, power relations, and the social construction of personhood. Each chapter offers philosophically and theoretically grounded principles for using microethnographic discourse analysis and example cases that reflect the principles presented. Ideal for researchers, teacher educators, and teachers, this essential text on discourse analysis, language, and literacy provides a grounding to further examine critical questions challenging educators.

How do we design sentences to fit their purposes and how do we combine them to communicate complex, contextualized meanings? This work takes discourse apart to show how it is organized and how it aids communication.

Co-constructing Discourse and Community

Pedagogical and Research Tools for Teacher-Researchers

A Resource Book for Students

Discourse and Language Learning Across L2 Instructional Settings

Discourse and Language Education

Classroom Discourse Analysis

Perspectives from Research and Practice

In this book Michael McCarthy and Ronald Carter describe the discorsal 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 discorsal 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.

Routledge Introductions to Applied Linguistics consists of introductory level textbooks covering the core topics in Applied Linguistics, designed for those entering postgraduate studies and language professionals returning to academic study. The books take an innovative "practice to theory" approach, with a 'back to front' structure which takes the reader from real life problems and issues in the field, then enters into a discussion of intervention and how to engage with these concerns. The final section concludes by tying the practical issues to theoretical foundations. Additional features include tasks with commentaries, a glossary of key terms, and an annotated further reading section. This book looks particularly at the relationship between language, interaction and learning. Providing a comprehensive account of current perspectives on classroom discourse, the book aims to promote a fuller understanding of interaction, regarded as being central to effective teaching and introduces the concept of classroom interactional competence (CIC). The case is made in this book for a need not only to describe classroom discourse, but to ensure that teachers and learners develop the kind of interactional competence which will result in more engaged, dynamic classrooms where learners are actively involved in the learning process. This approach makes an invaluable resource for language teachers, as well as students of language and education, and language acquisition within the field of applied linguistics.

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. 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 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.

Language Teacher Identities

Language in Action

Discourse Analysis for Language Teachers

Designing Critical Literacy Education through Critical Discourse Analysis

Approaches to Language and Literacy Research

An Introduction to Critical Discourse Analysis in Education

A Tool For Critical Reflection, Second Edition

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)

Offers an introductory discussion of discourse analysis of language and literacy events in classrooms. This book introduces approaches to discourse analysis in a way that redefines traditional topics and provokes the imagination of researchers.

DIVClaims that the problematic communication gap between experts and ordinary citizens is best remedied by a renewal of local citizen participation in deliberative structures./div

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.

Non-Native Language Teachers

Overcoming Barriers to Student Understanding

Citizens, Experts, and the Environment

The Language of Teaching and Learning

Threshold Concepts and Troublesome Knowledge

Research Methods in Language Teaching and Learning

Electronic Discourse in Language Learning and Language Teaching

This book presents research in business discourse and offers pedagogical approaches to teaching business discourse in both classroom and consultancy contexts that address the key issues of dealing with different types of learners, developing teaching materials and evaluation. Drawing on the authors' extensive experience of researching business discourse from a variety of different perspectives including pragmatics, discourse analysis, rhetoric, and language for specific purposes, it demonstrates how these approaches may be applied to teaching. Each chapter includes a list of additional readings, together with a number of practical tasks designed to help readers apply the materials presented. Case studies are used throughout the book to illustrate the concepts, thus equipping readers with a set of research tools to extend their own understanding of how language and communication operate in business contexts, as well introducing them to a variety of research-based ideas that can be translated easily into a classroom setting. The book is cross-cultural in scope as it includes perspectives from a range of different contexts. It represents a significant advance in current literature and will provide a valuable resource for students and scholars of applied linguistics, business communication, and business discourse, in addition to teachers of Business English.

Introducing Discourse Analysis in Class is a practical introduction to discourse analysis for undergraduates in linguistics degrees or any reader who is interested in how texts function. Introducing Discourse Analysis in Class · gives a balanced insight into basic theoretical concepts within discourse analysis; · offers a set of tools for analysing texts, especially cohesive devices; · contains numerous practical activities; · provides a wide variety of authentic texts for analysis.

Introducing Discourse Analysis in Class encourages the use of discourse analysis as an instrument to develop students' critical thinking skills.

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.

The earliest of the four Gospels, the book portrays Jesus as an enigmatic figure, struggling with enemies, his inner and external demons, and with his devoted but disconcerted disciples. Unlike other gospels, his parables are obscure, to be explained secretly to his followers. With an introduction by Nick Cave

The Politics of Local Knowledge

Beyond the Sentence

Discourse Analysis in the Language Classroom

Discourse Analysis and Grammar

On Discourse Analysis in Classrooms

Using Discourse Analysis to Improve Classroom Interaction

A Corpus-Based Analysis of Online and Face-to-Face Interactions

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 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.

The Handbook of Applied Linguistics is a collection of newly commissioned articles that provide a comprehensive and up-to-date picture of the field of Applied Linguistics. Provides a comprehensive and current picture of the field of Applied Linguistics. Contains 32 newly commissioned articles that examine both the applications of linguistics to language data and the use of real world language to ameliorate social problems. Valuable resource for students and researchers in applied linguistics, language teaching, and second language acquisition. Presents applied linguistics as an independent discipline that unifies practical experience and theoretical understanding of language development and language in use.

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 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).

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 demystify 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.

TESOL Student Teacher Discourse

Perceptions, Challenges and Contributions to the Profession

Introducing Discourse Analysis

A Practical Guide

Exploring Classroom Discourse

Introducing Discourse Analysis in Class

A Cognitive Approach Based on Natural Language Processing

*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 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 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 language use.*

It has long been a matter of concern to teachers in higher education why certain students 'get stuck' at particular points in the curriculum whilst others grasp concepts with comparative ease. What accounts for this variation in student performance and, more importantly, how can teachers change their teaching and courses to help students overcome such barriers? This book examines the difficulties of student learning and offers advice on how to overcome them through course design, assessment practice and teaching methods. It also provides innovative case material from a wide range of institutions and disciplines, including the social sciences, the humanities, the sciences and economics.

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 today's multilingual classrooms

Non-native language teachers have often been viewed as an unavoidable fate of the profession, rather than an asset worth exploring and investigating. Now that non-natives are increasingly found teaching languages, and particularly English, both in ESL and EFL contexts, the identification of their specific contributions and their main strengths has become more relevant than ever. As a result, there has recently been a surge of interest in the role of non-native teachers but little empirical research has been published so far. This volume is particularly rich in providing different approaches to the study of non-native teachers: NNS teachers as seen by students, teachers, graduate supervisors, and by themselves. It also contributes little explored perspectives, like classroom discourse analysis, or a social-psychological framework to discuss conceptions of NNS teachers.

Discourse Analysis and Second Language Teaching

Language, Reality, Virtual Worlds and Video Games

Language as Discourse

A Guide for Language Teachers

A Functional Perspective

Unified Discourse Analysis

The Language of Time, Cause and Evaluation

Analyses the importance of the language of time, cause and evaluation in both texts which students at secondary school are required to read, and their own writing for assessment. This book demonstrates through a study of historical texts, that writing about the past requires different genres, lexical and grammatical structures.

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 participate in.

Current, comprehensive, and authoritative, this text gives language teachers and researchers, both a set of conceptual tools with which to think and talk about creativity in language teaching and a wealth of practical advice about principles and practices that can be applied to making their lessons more creative. Providing an overview of the nature of creativity and its role in second language education, it brings together twenty prominent language teachers and researchers with expertise in different aspects of creativity and teaching contexts to present a range of theories on both creative processes and how these processes lead to creative practices in language teaching. Unique in the field, the book takes a broader and more critical look at the notion of creativity in language learning, exploring its linguistic, cognitive, sociocultural and pedagogic dimensions. Structured in four sections—theoretical perspectives, creativity in the classroom, creativity in the curriculum, and creativity in teacher development—each chapter is supplemented by Questions for Discussion and Suggestions for Further Research. Its accessible style makes the book relevant as both a course text and a resource for practicing teachers.

This book's innovative approach proposes Language for Teaching Purposes as a distinct field of enquiry and practice within Language for Specific Purposes. It uses robust theoretical and empirical evidence to demonstrate the specificity of language used by teachers teaching language, and the complex decisions teachers make around language choice and use in language classrooms. These complexities are shown to affect Non-native Speaker Language Teachers in particular so that their language needs must be met in teacher training programmes. Set in the Anglophone foreign language teaching world, this book will appeal to anyone involved in teacher training, language teaching or the investigation of classroom discourse.

Discourse Analysis

Discourse and Context in Language Teaching

Discourse in English Language Education

Discourse Analysis for Language Teachers South Asian Edition

The Handbook of Applied Linguistics

Creativity in Language Teaching

Discourse Analysis and the Study of Classroom Language and Literacy Events

With the advent and increasing popularity of Computer Supported Collaborative Learning (CSCL) and e-learning technologies, the need of automatic assessment and of teacher/tutor support for the two tightly intertwined activities of comprehension of reading materials and of collaboration among peers has grown significantly. In this context, a polyphonic model of discourse derived from Bakhtin ' s work as a paradigm is used for analyzing both general texts and CSCL conversations in a unique framework focused on different facets of textual cohesion. As specificity of our analysis, the individual learning perspective is focused on the identification of reading strategies and on providing a multi-dimensional textual complexity model, whereas the collaborative learning dimension is centered on the evaluation of participants ' involvement, as well as on collaboration assessment. Our approach based on advanced Natural Language Processing techniques provides a qualitative estimation of the learning process and enhances understanding as a " mediator of learning " by providing automated feedback to both learners and teachers or

tutors. The main benefits are its flexibility, extensibility and nevertheless specificity for covering multiple stages, starting from reading classroom materials, to discussing on specific topics in a collaborative manner and finishing the feedback loop by verbalizing metacognitive thoughts.

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

Set in the rapidly changing world of the contemporary United Arab Emirates and bringing together detailed linguistic analysis with cutting edge social theory, this book explores the development of the first cohort of students to complete a new Bachelor of Education in English language teaching, theorizing the students' learning to teach in terms of the discursive construction of a teaching identity within an evolving community of practice. Both a study of the influence of issues such as gender and nationalism in language teacher education in the Middle East, as well as of the power of discourse and community in shaping identity, this book will be of relevance to anyone working in teacher education as well as to those with an interest in theorizations of discourse and identity.

The Gospel According to Mark

Bilingual Classroom Discourse and the Non-Native Speaker Language Teacher

Language for Teaching Purposes

Classroom Discourse

Discourse