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# Discourse And Context In Language Teaching A For Language Teachers

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Society and Discourse

Academic Discourse

Approaches to Discourse Analysis

Corpus and Context

Discourse-Pragmatic Variation in Context

Current Studies in Chinese Language and Discourse

Discourse and Context in Language Teaching

The Functional Perspective on Language and Discourse

Language in the Context of Use

Discourse and Context

Working with Written Discourse

Argumentation in Actual Practice

Context and Contexts

The Navy Chaplain

Text and Context

Bonding through Context

Exploring Linguistic Science

Grammar Connection 4

Pragmatics of Discourse

Perspectives on Discourse Analysis

Discourse in English Language Education

Critical Discourse Studies in Context and Cognition

Discourse Analysis

Text and Context in Functional Linguistics  
Exploring Discourse in Context and in Action  
Contexts of Co-Constructed Discourse  
Studies in Text and Discourse  
Subjectivity in Language and Discourse  
Grammar - Discourse - Context  
Text, Context, Pretext  
Discourse Analysis  
Discourse and Genre  
Discourse in Context: Contemporary Applied Linguistics Volume 3  
Discourse and Context in Language Teaching  
Pragmatics and Discourse  
The Grammar of Discourse  
The Context and Media of Legal Discourse  
Analyzing Discourse and Text Complexity for Learning and Collaborating  
Language as Discourse  
Grammar - Discourse - Context

*Discourse And Context In Language  
Teaching A For Language Teachers*

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## **SHERMAN ANTON**

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*Society and Discourse* Cambridge Scholars Publishing

This text aims to examine the nature of text and context, using theoretical models based in the framework of Systemic Functional Linguistics (SFL).

*Academic Discourse* Routledge

Over the last forty years, the functionalist approach to linguistic description and explanation has given rise to several major

schools of thought that share two crucial assumptions: (i) form is not independent of meaning/function or language use; and (ii) linguistic description and explanation need to take into account the communicative function of language. This volume offers readers interested in functional linguistics a selected sample of studies that jointly prove the efficacy of the analytical tools and procedures broadly accepted within the functionalist tradition in order to investigate language and discourse, with special focus on key pragmatic/discourse notions such as contextualization, grammaticalisation, reference, politeness, (in-)directness, discourse markers, speech acts, subjective evaluation and

sentiment analysis in texts, among others. In addition, this volume offers specific corpus-based techniques for the objective contextualisation of linguistic data, which is crucial given the central role allotted to context in both functional linguistics and pragmatics/discourse analysis.

**Approaches to Discourse Analysis** John Benjamins Publishing Company

Academic discourse is a rapidly growing area of study, attracting researchers and students from a diverse range of fields. This is partly due to the growing awareness that knowledge is socially constructed through language and partly because of the emerging dominance of English as the language of scholarship worldwide. Large numbers of students and researchers must now gain fluency in the conventions of English language academic discourses to understand their disciplines, establish their careers and to successfully navigate their learning. This accessible and readable book shows the nature and importance of academic discourses in the modern world, offering a clear description of the conventions of spoken and written academic discourse and the ways these construct both knowledge and disciplinary communities. This unique genre-based introduction to academic discourse will be essential reading for undergraduate and postgraduate students studying TESOL, applied linguistics, and English for Academic Purposes.

**Corpus and Context** Springer

In that *The Anatomy of Speech Notions* (1976) was the precursor to *The Grammar of Discourse* (1983), this revision embodies a third "edition" of some of the material that is found here. The original intent of the 1976 volume was to construct a hierarchical

arrangement of notional categories, which find surface realization in the grammatical constructions of the various languages of the world. The idea was to marshal the categories that every analyst—regardless of theoretical bent—had to take account of as cognitive entities. The volume began with a couple of chapters on what was then popularly known as "case grammar," then expanded upward and downward to include other notional categories on other levels. Chapters on discourse, monologue, and dialogue were buried in the center of the volume. In the 1983 volume, the chapters on monologue and dialogue discourse were moved to the fore of the book and the chapters on case grammar were made less prominent; the volume was then renamed *The Grammar of Discourse*. The current revision features more clearly than its predecessors the intersection of discourse and pragmatic concerns with grammatical structures on various levels. It retains and expands much of the former material but includes new material reflecting current advances in such topics as salience, clines for discourse, rhetorical relations, paragraph structures, transitivity, ergativity, agency hierarchy, and word order typologies.

Discourse-Pragmatic Variation in Context BRILL

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. *Current Studies in Chinese Language and Discourse* Walter de Gruyter

Subjectivity in Language and in Discourse deals with the linguistic

encoding and discursive construction of subjectivity across languages and registers. The aim of this book is to complement the highly specialized, parallel and often separate research strands on the phenomenon of subjectivity with a volume that gives a forum to diverse theoretical vantage points and methodological approaches, presenting research results in one place which otherwise would most likely be found in substantially different publications and would have to be collected from many different sources. Taken together, the chapters in this volume reflect the rich diversity in contemporary research on the phenomenon of subjectivity. They cover numerous languages, colloquial, academic and professional registers, spoken and written discourse, diverse communities of practice, speaker and interaction types, native and non-native language use, and Lingua Franca communication. The studies investigate both already well explored languages and registers (e.g. American English, academic writing, conversation) and with respect to subjectivity, less studied languages (Greek, Italian, Persian, French, Russian, Swedish, Danish, German, Australian English) as well as many different communicative settings and contexts, ranging from conference talk, promotional business writing, academic advising, disease counselling to internet posting, translation, and university classroom and research interview talk. Some contributions focus on individual linguistic devices, such as pronouns, intensifiers, comment clauses, modal verbs, adjectives and adverbs, and their capacity of introducing the speaker's subjective perspective in discourse and interactional sequence; others examine the role of larger functional categories, such as hedging and metadiscourse, or interactional sequencing.

*Discourse and Context in Language Teaching* John Benjamins Publishing

This accessible guide to discourse employs an innovative, inductive approach, with a clear focus on genre that allows students to examine language in context. Using real texts, students are shown how each dimension of discourse links together and are offered practical guidance on how to carry out a discourse analysis project.

*The Functional Perspective on Language and Discourse* Cambridge University Press

How do social situations influence language use, discourse and conversation? This book is a monograph which presents a multidisciplinary theory of context and the way context influences language use and discourse. Unlike in earlier approaches, contexts are not defined as objective social 'variables', such as gender or age. Rather, they are constructs of the participants themselves, that is, 'subjective definitions of the communicative situation' that are made explicit in the sociocognitive notion of context models. These models dynamically control all language use, make sure that discourses are appropriate in the communicative situation and hence are the basis of pragmatics. In this book, context models are studied especially from a (socio) linguistic and cognitive perspective. In another book published by Cambridge University Press, *Society and Discourse*, Teun A. van Dijk develops the social psychological, sociological and anthropological dimensions of the theory of context.

*Language in the Context of Use* Routledge

*Perspectives on Discourse Analysis: Theory and Practice* provides

the student/reader with the basic theoretical knowledge and the empirical tools of some of the most relevant approaches to the analysis of discourse. It has been mainly conceived of as a general (university) course on Discourse Analysis, but it can also be useful for any person or group whose main concern is to acquire the basic necessary knowledge and skills for analyzing any type of discourse. The subject matter of the book could not only be of use for linguists or prospective linguists: given its interdisciplinary character, its findings can be (and in fact are) used and applied by practitioners and scholars from different fields, such as sociology, psychology, medical science, computer science, and so on. Thus the book can be used by any person who, having certain linguistic knowledge, is interested in exploring the fascinating world of discourse. All the chapters contain both a theoretical and an empirical section, the latter containing examples of analysis, as well as exercises (Practice) and self-evaluation questions, whose answers can be found at the end of the book (in the Practice key and Key to self-evaluation questions sections). The book is divided into 12 chapters. The first two introduce basic information about discourse analysis and text linguistics, as well as the necessary techniques for gathering data, including a very brief introduction to corpus linguistics. Chapters 3-11 present and discuss some of the most prominent and well-known approaches to discourse analysis, namely Pragmatics, Interactional Sociolinguistics, Conversation Analysis, The Ethnography of Communication, Variation Analysis and Narrative Analysis, Functional Sentence Perspective, Post-Structuralist Theory and Social Theory, Critical Discourse Analysis and Positive Discourse Analysis, and Mediated Discourse Analysis.

Finally, Chapter 12 deals with crucial and further issues, such as the type of discourse chosen for the analysis, the strategies and functions of discourse, or the problem of choosing an appropriate unit of analysis which will suit the aims of research. Perspectives on Discourse Analysis: Theory and Practice may prove of value to all those who are professionally involved in the area of discourse and pragmatic studies, or simply to those who wish to acquire the necessary basic knowledge and techniques for analyzing any type of discourse, from medical, journalistic or political discourse to computer-mediated, humoristic, or hegemonic discourse (where the use and abuse of power is an important issue), just to name a few of the innumerable possibilities. A desirable and intended effect of this book is also the development of an open and tolerant mind, which will eventually lead to a better understanding of the different and varied manifestations of language, culture and communication in human society. *Discourse and Context* Cambridge University Press

Featuring internationally renowned academics, this volume provides a snapshot of the field of applied linguistics, and illustrates how linguistics is engaging with the idea of 'context'. The book treats discourse as language in the contexts of its use in and above the level of the sentence and as systems of knowledge and beliefs. In using the term context(s), the book understands this as different situations in which discourse is produced and, on the other, how analysts construe context in their work. The volume is thus concerned with language in its context of use (little d discourse), but at the same time, more specifically, in individual chapters, with particular discourses as they are manifested in particular contexts (big D discourses).

Well known discourse analysts contribute chapters focussing on different contexts with which they are familiar, viz. business, education, ethnicity and race, gender and sexuality, history, intercultural contexts, lingua franca contexts, media, place, politics, race, and the virtual world. It brings together researchers from different approaches, but all with a commitment to the study of language in context. The contributors themselves represent different approaches to discourse analysis: conversation analysis, corpus linguistics, critical discourse analysis, ethnographic discourse analysis, mediated discourse analysis, multimodal discourse analysis, systemic functional linguistics. Readers are invited to compare and contrast these different contexts and approaches.

Working with Written Discourse John Benjamins Publishing

This book covers a broad range of issues in the studies of text and discourse. It combines a theoretical framework with empirical engagement, and brings together various approaches to these two phenomena from the structural, functional and cognitive perspectives. While this topic has been widely discussed in recent years, such studies have mostly focused on specific language and discourse types. This work, however, presents the analysis of texts from American, British, Azerbaijani, French and Russian discourses across various types and genres, and adopts an exclusive focus on pragmatic and cognitive aspects. The study of these two aspects can help reveal not only global and local (cultural) identities, but also the specific features of their discourse types and genres. As such, the book also pays extensive attention to the role the studies of text and discourse can play in exploring globalization and intercultural

communication.

Argumentation in Actual Practice John Benjamins Publishing

This volume features a discourse empirical orientation from diverse perspectives and various methodologies, in which narratives, interviews, surveys, and large-scale databases or self-created written and spoken corpora are employed and analyzed to gain a better understanding of new developments and changes in Chinese language and discourse. Authors employ updated approaches from a variety of fields, including applied linguistics, functional linguistics, corpus linguistics and sociolinguistics, to describe the structure of Chinese language and discourse and to examine its critical issues, many focusing on globalization-induced language developments and changes. With an empirically-based discourse/socio-cultural approach, this collection makes valuable contributions to research on Chinese language and discourse and serves as a sound reference for Chinese researchers and educators in diverse fields such as Chinese language and discourse, Chinese linguistics and language education, Chinese multiculturalism, and more.

**Context and Contexts** A&C Black

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

The Navy Chaplain Longman Publishing Group

Discourse in English Language Education is designed to introduce students to the major concepts and issues in discourse analysis and its applications to language education, drawing on the key research from a range of approaches. This will be essential reading for upper undergraduates and postgraduates with interests in applied linguistics, TESOL and mother tongue language education.

Text and Context Cambridge University Press

This collection showcases cutting-edge developments in co-construction in discourse. Drawing on the pioneering work of Dale A. Koike, the volume contributes new understandings of how speakers jointly negotiate meanings, contexts, identities, and social positions in interaction. The volume is organized around three key themes in co-construction—co-constructed discourse, pragmatics in discourse, and teaching and assessment of discourse—and builds on the introductory chapter that situates the discussion on context and co-construction as fundamental to understanding meaning-making in interaction. Drawing on interdisciplinary perspectives across strands of linguistics and education, chapters explore both the contextual elements that frame co-construction processes and the distinct dynamics between action and language use across a wide range of interactional contexts, including sports commentary, interviews, everyday conversation, classroom discourse, and digitally mediated settings. Taken together, the book highlights the

impact of Koike's contributions on existing research in pragmatics and discourse and exhibits the potential for her work to frame scholarship on emerging interactional contexts. This volume will be of particular interest to students and researchers in discourse studies, pragmatics, applied linguistics, second language studies, and language education, as well as those interested in interaction across diverse contexts.

*Bonding through Context* John Benjamins Publishing Company  
Corpus and Context explores the relationship between corpus linguistics and pragmatics by discussing possible frameworks for analysing utterance function on the basis of spoken corpora. The book articulates the challenges and opportunities associated with a change of focus in corpus research, from lexical to functional units, from concordance lines to extended stretches of discourse, and from the purely textual to multi-modal analysis of spoken corpus data. Drawing on a number of spoken corpora including the five million word Cambridge and Nottingham Corpus of Discourse in English (CANCODE, funded by CUP (c)), a specific speech act function is being explored using different approaches and different levels of analysis. This involves a close analysis of contextual variables in relation to lexico-grammatical and discursal patterns that emerge from the corpus data, as well as a wider discussion of the role of context in spoken corpus research.

*Exploring Linguistic Science* Walter de Gruyter GmbH & Co KG  
An exploration of how any language produced by man, spoken or written, is used to communicate for a purpose and within a context.

**Grammar Connection 4** Routledge

Like is a ubiquitous feature of English with a deep history in the language, exhibiting regular and constrained variable grammars over time. This volume explores the various contexts of like, each of which contributes to the reality of contemporary vernaculars: its historical context, its developmental context, its social context, and its ideological context. The final chapter examines the ways in which these contexts overlap and inform current understanding of acquisition, structure, change, and embedding. The volume also features an extensive appendix, containing numerous examples of like in its pragmatic functions from a range of English corpora, both diachronic and synchronic. The volume will be of interest to students and scholars of English historical linguistics, grammaticalization, language variation and change, discourse-pragmatics and the interface of these fields with formal linguistic theory.

*Pragmatics of Discourse* John Benjamins Publishing Company  
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.

Perspectives on Discourse Analysis Ernst Klett Sprachen  
The theory is applied to the domain of politics, including the debate about the war in Iraq, where political leaders' speeches serve as a case study for detailed contextual analysis."--BOOK JACKET.