Discourse Analysis By David Nunan

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The Experience of Language Teaching Rose Senior 2006-02-23
This book provides a detailed picture of teaching and learning in communicative classrooms through the words of more than 100 practising language teachers.
Teaching English to Young Learners - 2010-08-30

Introducing Discourse Analysis - David Nunan 1993
Examines and explains discourse, visual examples from a wide range of spoken and written sources. The book also includes a number of exercises and projects to help the reader study discourse and discourse analysis in relation to their own teaching.
Why O Lord? - David J Cohen 2013-03-08
The book begins by exploring a number of signposts in psalms' scholarship which alert us to the value of psalms as a form of prayer. The particular focus is lament psalms, and their potential as a form of prayer for people engaging with distressing experiences in life. What follows, is a discussion of lament as a process and the areas of potential change for someone who uses these psalms for prayer. The final section of the book includes stories of several people who prayed some of these psalms over a period of time. It explores their responses and reflections in an attempt to evaluate the effectiveness of praying psalms such as these. The book culminates with a chapter which invites the reader to pray some psalms of distress themselves with notes suggesting an appropriate ritual to follow and some ideas for further exploration. 'David J. Cohen's book, Why, O Lord?, provides a wonderful, comprehensive view of the psalms of lament. It is an encouragement to all Christian traditions to look with fresh eyes on the psalms as prayer, and particularly the psalms of lament, as our suffering, and the suffering of many in our world, needs the language to cry out to God in times of darkness. The psalms express every human emotion and use a strong confidence that we can cry out to God, and that God will hear our suffering, and that transformation is possible. Bringing the psalms of lament into ritual, so aptly described by Cohen, brings a new dimension to worship, both personal and communal. This book is an excellent academic and pastoral addition to our knowledge of the psalms.' Angela McCarthy, lecturer in Theology at the University of Notre Dame, Fremantle, Australia: National President of the Australian Academy of Liturgy
Developments in English for Specific Purposes - Tony Dudley-Evans 1998-09-10
This book provides a practical and accessible update of major developments in ESP today.
Language Test Construction and Evaluation - Charles J.. Alderson 1995-05-26
This book describes the process of language test construction and reviews current practice.
Values, Philosophies, and Beliefs in TESOL: Making a Statement - Graham Crookes 2009-02-16
This insightful book chronicles the many influences and developments that have helped shape the language teaching profession today.
Classroom Decision-Making - Michael Breen 2000-03-23
The book describes the rationale for classroom

negotiation and is accessible to practitioners.

Beyond Training - Jack C. Richards 1998-02-13
Beyond Training examines the nature of second language teacher development and how teachers' practices are influenced by their beliefs and principles. It seeks to move discussion of language teacher development beyond the level of "training," which reflects a technical view of specific teaching practices. Instead, it takes a more holistic approach to teacher development built on the notion of the teacher as critical and reflective thinker. The argument pursued throughout is that teacher education needs to engage teachers not merely in the mastery of techniques, but in an exploration of the knowledge, beliefs, and attitudes that underly their teaching practices.

Designing Tasks for the Communicative Classroom - David Nunan 1989-03-09
This book integrates recent research and practice in language teaching into a framework for analysing learning tasks.

Teacher Learning in Language Teaching - Donald Freeman 1996-02-23
This book introduces a new field of educational research called teacher learning, as it applies to the teaching of languages. Up until recently, the study of second language teacher education has focused mainly on the knowledge base and specific skills needed for effective teaching. This book invites us to look at teacher education from a fresh point of view, through an exploration of the thinking and learning processes of individuals as they learn to teach. Seventeen original articles, based on studies done in North America, Europe, Asia, and Australia, provide examples of pioneering research into the ways that individuals learn to teach languages, and the roles that previous experience, social context, and professional training play in the process. The collection thus helps establish a research base for this newly developing field.

Learner-Centered English Language Education - David Nunan 2012-11-12
This carefully crafted collection provides a snapshot of the evolution of David Nunan's theoretical and empirical contributions to the field of second language education over the last 40 years. The volume focuses on the development of his work on second language curricula, and in particular, the work for which

he is best known: learner-centered education and task-based learning and teaching. David Nunan has been a language teacher, researcher and consultant for 40 years. He has lived and worked in many countries, principally in the Asia-Pacific region, but also in the Americas, Europe and the Middle-East. In addition to his research and scholarly work, he is the author of several major textbook series for the teaching and learning of English as a foreign Language. These texts are based on his task-based language teaching approach, and are widely used in schools, school systems and universities around the world.

Knowledge & Discourse - Colin Barron 2014-06-06
Knowledge and Discourse presents an ecological approach to the study of discourse in social, academic and professional practices. It brings together distinguished scholars from diverse cultures - India, China, Australia, Canada among others - and disciplines - linguistics, anthropology, sociology, philosophy. The chapters collectively illustrate the ecological approach by exploring how language makes connections between subjective experiences as people construct meaning and action. This book offers the reader a holistic, interdisciplinary approach to the study of language as discourse, questioning traditional views of disciplinary knowledge and the role of discourse in the pursuit, construction and compartmentalisation of such knowledge. Through the variety of disciplines, experiences and approaches, the contributors show how the world and word are contingent on each other. The notions of connectivity, contingency and change are themes that run through the book, and in the interweaving of these themes readers will find persuasive illustrations of an ecological approach to applied linguistics.

Social Inequalities, Media, and Communication - Jan Servaes 2016-02-04
Social Inequalities, Media, and Communication: Theory and Roots provides a global analysis of the intersection of social inequalities, media, and communication. This book contains chapter contributions written by scholars from around the world who engage in country- and region-specific case studies of social inequalities in media and communication. The volume is a

theoretical exploration of the classical, structuralist, culturalist, postmodernist, and postcolonial theoretical approaches to inequality and how these theoretical discourses provide critical understanding of social inequalities in relation to narratives shaped by media and communication experiences. The contributors provide class and gender analyses of media and culture, engage theoretical discourses of inequalities and capitalism in relation to communication technologies, and explore the cyclical relationship of theory and praxis in studying inequalities, media, and communication.

Interactive Language Teaching - Wilga M. Rivers 1987-02-27
In this collection of essays, a distinguished group of innovative teachers and writers describe the approaches and techniques they have incorporated into their own teaching. The articles are designed to help classroom teachers make language classes more participatory and communication oriented. Successive articles deal with the structure of interaction in large and small groups: imaginative activities for listening, speaking, reading, writing, and testing; the use of poetry, song, and drama; how to perform grammar rules rather than recite them; the special contribution of authentic materials; using audio and video as well as computer software to enhance learning, tapping the community as a resource; learning to interact in different cultural styles; and preparing the student for real-life professional use of language. Teachers of any language and teachers in training will find in this volume a wealth of original and practical ideas for the classroom.

TESOL Student Teacher Discourse - Elaine Riordan 2018-05-15
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 participated in.

Using Surveys in Language Programs - James Dean Brown 2001-06-18
This text presents a comprehensive but practical overview of how to develop and implement effective survey projects. This book presents a comprehensive but practical overview of the different phases and activities involved in the development and implementation of effective survey projects by language teaching professionals. It is accessible to graduate students, language teachers, administrators, and researchers. The theoretical and practical issues involved in survey design are defined and discussed. Each chapter includes a list of key terms, a set of review questions, and a collection of exercises for practical application. Language teaching professionals will find all the crucial information needed to survey students and teachers about their beliefs and practices.

Testing for Language Teachers - Arthur Hughes 2003
This second edition remains the most practical guide to testing language. It has a new chapter on testing young learners.

Studies on the Text of the New Testament and Early Christianity - Daniel Gurtner 2015-09-29
A collection of essays in honour of Prof. Michael Holmes. The volume is arranged in two parts focusing on textual criticism and the Apostolic Fathers respectively.

Discourse Studies - Jan Renkema 1993
This book familiarizes the student with the key concepts and the major issues in the field of discourse studies. It provides a scientific 'toolkit' for courses on discourse studies and serves as a

stepping stone to the independent study of the professional literature.The book consists of four parts. In Part I the focus is on four essential concepts in discourse studies as it is defined in this book: the investigation of the relationship between form and function in verbal communication. Part II is an introduction to basic phenomena: the building blocks of discourse and the links between them. Two age-old problems are also addressed: What are the differences between types of discourse? What is style?In Part III specific types of discourse are dealt with: interaction, narration and argumentation. Part IV deals with the production and the perception of discourse, for example, 'staging' in the presentation of information and 'inferences' in the derivation of information. Special attention is given to models of the writing and the reading process.The material, organized in seventeen short chapters, is based on more than fifteen years of experience gained in teaching introductory courses. The book contains advice on further study, and background information about the origins of the central concepts (philosophy, psychology sociology, etc.). A number of classic studies are referred to from both the Anglo-American and the European tradition. Each chapter ends with questions and assignments to stimulate discussion about seemingly unproblematic distinctions.

More Than Meets the Ear - Victor H. Matthews 2008-10-07
This title introduces readers to the various critical communication theories currently being used by scholars in anthropology, sociology, psychology and literary studies.

Hearing the New Testament - Joel B. Green 1995
Exciting approaches to biblical inerpretation are introduced in this volume by contributors who are distinguished as leaders in the field of New Testament studies. Each chapter introduces a particular approach to interpretation and demonstrates, with biblical texts, how that approach can by used by students and pastors.

What Is This Thing Called Language? David Nunan 2012-11-01
Written by eminent linguist David Nunan, this concise text immerses readers in the complex, curious and continually evolving phenomenon

that is at the centre of everything we do: language. It can be fascinating, puzzling and entertaining – and sometimes all of these at the same time. Featuring entertaining anecdotes and interesting examples throughout, this book introduces readers to the foundations of language, namely its sounds, words and grammar, before illustrating how language is used in different ways in a variety of contexts. Fully updated and revised for the second edition, it covers a wide range of topics, including language variation and culture, second language acquisition and bilingualism. Students, teachers and non-specialists alike will enjoy this engaging and 'un-put-down-able' introduction to language and linguistics. Assuming no prior knowledge of applied or theoretical linguistics, it will appeal to anyone with an interest in language. New to this Edition: - Illustrated with examples taken from a range of different languages - New content on language and culture, language variation, second language acquisition, bilingualism and the impact of globalization on language use

The Freer Biblical Manuscripts - Larry W. Hurtado 2006

Focus on the Language Classroom - Richard Allwright 1991-04-25
The authors set out to define the aims, principles and objectives of recent research into what exactly happens in the language classroom, to describe the findings of this work, and to relate these to teaching practice.

On the Borders of Convention Aleksandra Nikčević Batrićević 2010-05-11
The research presented in this book is authored by scholars coming from as distant regions as South Africa, the United States of America, Great Britain, France, Italy, Belarus, the Balkans. Needless to say that one of the good things about this international cooperation is that owing to their different socio-cultural backgrounds, these scholars have contributed to producing an extremely varied picture of ways of approaching the challenge of a changing world. The papers on literature and culture collected in this book contribute a further element of rigour into the discussion of numerous and always varying and changing borders of convention in a literary text, literary genre, and literary theory, as well as in general culture and everyday paths

of life. Starting with oral cultures, over the classic literary masters, modernist and postmodernist textual and theoretical phenomena, the twentieth century flouting of numerous social and gender convention, through painting, film, dance, contemporary music, as well as graffiti, We have sought to stress that what is most noticeable from the evidence of their studies is that scholars today concern these issues through a dynamic global process and beyond any preconceived design, or any strict set of theoretical prescriptions, which would otherwise lead them to ignore the ever-shifting borders in literature and culture, as well as in global socio-cultural reality in general. The variety and complexity of these essays offer fresh views to the problem posed in the title of the book. Therefore, we trust that they will stimulate intellectual confrontation and circulation of ideas within the field of literature and cultural studies.

Teaching the Spoken Language - Gillian Brown 1983-11-24
Teaching the Spoken Language is about teaching the spoken language. It presents in a highly accessible form the results of the author's important research on teaching and assessing effective spoken communication. The authors examine the nature of spoken language and how it differs from written language both in form and purpose. A large part of it is concerned with principles and techniques for teaching spoken production and listening comprehension. An important chapter deals with how to assess spoken language. The principles and techniques described apply to the teaching of English as a foreign and second language, and are also highly relevant to the teaching of the mother tongue.

Conversation Analysis and Language for Specific Purposes - Hugo Bowles 2007
Research into the relationship between conversation analysis (CA) and different areas of applied linguistics is increasing rapidly. The aim of this volume is to show how conversation analysis can make a significant contribution to the teaching of spoken language for specific purposes (LSP) and to provide a firm foundation for future research and practice in this area. The first-ever collection in this area, the volume provides a theoretical and methodological framework for applying CA to LSP, as well as a

series of illustrations of practical applications of CA in specific domains including interpreting, journalism, service encounters, academic discourse and the language classroom. The chapters in this collection are all written by CA practitioners with experience in the teaching of language for specific purposes and will appeal to researchers and students in applied linguistics and the social sciences, particularly those working in LSP teaching and teacher training.

Research Methods in Language Learning - David Nunan 1992-06-26
An introduction to research methods intended to help readers understand and evaluate research in language learning, this book presents a balanced, accessible view of a range of methods including:" formal experiments" introspective methods (including diaries, logs, journals, and stimulated recall" interaction and transcript analysis" case studiesIt emphasises the value to language teachers of reading published research, as well as initiating their own research. After completing the tasks and exercises in each chapter, readers should acquire sufficient skills and knowledge to formulate research questions, collect relevant data, analyse and interpret it, and report the results to others.

Discourse and Language Education - Evelyn Hatch 1992-01-31
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).

Second Language Teaching & Learning - David Nunan 1999
Second Language Teaching and Learning is a practical guide to the methodology of task-based

language instruction. Replete with illustrative scenarios and topics for discussion and writing, this professional title provides the pedagogical overview that ESL/EFL teachers need to teach with Atlas, Go For It!, Listen In, and Expressions!

Appropriate Methodology and Social Context Adrian Holliday 1994-09-22
An ethnographic framework to describe the varying cultures of classrooms, teacher communities and student groups in different countries and educational contexts.

Teaching English to Speakers of Other Languages - David Nunan 2015-02-11
David Nunan's dynamic learner-centered teaching style has informed and inspired countless TESOL educators around the world. In this fresh, straightforward introduction to teaching English to speakers of other languages he presents teaching techniques and procedures along with the underlying theory and principles. Complex theories and research studies are explained in a clear and comprehensible, yet non-trivial, manner without trivializing them. Practical examples of how to develop teaching materials and tasks from sound principles provide rich illustrations of theoretical constructs. The content is presented through a lively variety of different textual genres including classroom vignettes showing language teaching in action, question and answer sessions, and opportunities to 'eavesdrop' on small group discussions among teachers and teachers in preparation. Readers get involved through engaging, interactive pedagogical features and opportunities for reflection and personal application. Each chapter follows the same format so that readers know what to expect as they work through the text. Key terms are defined in a Glossary at the end of the book. David Nunan's own reflections and commentaries throughout enrich the direct, up-close style of the text.

Nature and Enactment of Tasks for Early English as a Foreign Language Teaching - Constanze Dreßler 2018-12-03
This ethnographic case study is set within a collaborative research project in which teachers and researchers investigate early English as a Foreign Language (eEFL) tasks in theory and practice in German primary schools. Results are obtained through an interpretation of multiple sources within an interdiscursive, multi-perspectived research agenda. The results suggest that eEFL tasks can emerge during an interplay of four key teaching practices: doing school, providing space for learners to communicate, building a vocabulary and teaching the spoken language.

Understanding Research in Second Language Learning Brown 1988-09-30
What is research? - Variables - Data organization - Controlling extraneous variables - Critiquing statistical studies - The group and the individuals - Patterns in human behavior - Statistics for testing - Statistical logic - Correlation - Comparing means - Comparing frequencies - Hands-on critique and posttest.

Knowledge & Discourse - Colin Barron 2014-06-06
Knowledge and Discourse presents an ecological approach to the study of discourse in social, academic and professional practices. It brings together distinguished scholars from diverse cultures - India, China, Australia, Canada among others - and disciplines - linguistics, anthropology, sociology, philosophy. The chapters collectively illustrate the ecological approach by exploring how language makes connections between subjective experiences as people construct meaning and action. This book offers the reader a holistic, interdisciplinary approach to the study of language as discourse, questioning traditional views of disciplinary knowledge and the role of discourse in the pursuit, construction and compartmentalisation of such knowledge. Through the variety of disciplines, experiences and approaches, the contributors show how the world and word are contingent on each other. The notions of connectivity, contingency and change are themes that run through the book, and in the interweaving of these themes readers will find persuasive illustrations of an ecological approach to applied linguistics.

Language and Culture - David Nunan 2010-05-07
This state-of-the-art exploration of language, culture, and identity is orchestrated through prominent scholars' and teachers' narratives, each weaving together three elements: a personal account based on one or more

memorable or critical incidents that occurred in the course of learning or using a second or foreign language; an interpretation of the incidents highlighting their impact in terms of culture, identity, and language; the connections between the experiences and observations of the author and existing literature on language, culture and identity. What makes this book stand out is the way in which authors meld traditional 'academic' approaches to inquiry with their own personalized voices. This opens a window on different ways of viewing and doing research in Applied Linguistics and TESOL. What gives the book its power is the compelling nature of the narratives themselves. Telling stories is a fundamental way of representing and making sense of the human condition. These stories unpack, in an accessible but rigorous fashion, complex socio-cultural constructs of culture, identity, the self and other, and reflexivity, and offer a way into these constructs for teachers, teachers in preparation and neophyte researchers. Contributors from around the world give the book broad and international appeal.

Establishing Self-Access - David Gardner 1999-03-11
Establishing Self-Access examines establishing, maintaining and developing self-access language learning (SALL). While much of it presents practical ideas dealing with issues related to SALL, they are supported by references to relevant literature and research. This link between theory and practice makes the debate about SALL accessible and makes this a useful resource for establishing and running self-access learning facilities. Its unique features include a typology of self-access facilities; a discussion about how to manage self-access; a step by step guide on evaluating self-access; a wide variety of practical suggestions for implementing self-access in different contexts. It is suitable for anyone concerned with self-access, from pre-service teacher trainees to experienced teachers and from managers of dedicated self-access centres to administrators concerned with financing self-access facilities.

English for Specific Purposes - Tom Hutchinson 1987-01-29
English for Specific Purposes offers the teacher a new perspective on this important field. The main concern is effective learning and how this can best be achieved in ESP courses. The authors discuss the evolution of ESP and its position today; the role of the ESP teacher; course design; syllabuses; materials; teaching methods, and evaluation procedures. It will be of interest to all teachers who are concerned with ESP. Those who are new to the field will find it a thorough, practical introduction while those with more extensive experience will find its approach both stimulating and innovative.

Syllabus Design David Nunan 1988-07-07
Demonstrates the principles involved in planning and designing an effective syllabus. This book examines important concepts, such as needs analysis, goal-setting, and content specification, and serves as a useful introduction for teachers who want to gain an understanding of syllabus design in order to modify the syllabuses with which they work.