

1: Language - Wikipedia

When child language began to be studied in the sixties, what interested researchers most was what could be considered language per se. Holophrases were excluded as seemingly having no syntax and research work was carried out as of the two-word stage.

Oil on board, Humans have speculated about the origins of language throughout history. The Biblical myth of the Tower of Babel is one such account; other cultures have different stories of how language arose. Some theories are based on the idea that language is so complex that one cannot imagine it simply appearing from nothing in its final form, but that it must have evolved from earlier pre-linguistic systems among our pre-human ancestors. These theories can be called continuity-based theories. The opposite viewpoint is that language is such a unique human trait that it cannot be compared to anything found among non-humans and that it must therefore have appeared suddenly in the transition from pre-hominids to early man. These theories can be defined as discontinuity-based. Those who see language as being mostly innate, for example psychologist Steven Pinker, hold the precedents to be animal cognition, [10] whereas those who see language as a socially learned tool of communication, such as psychologist Michael Tomasello, see it as having developed from animal communication in primates: A prominent proponent of this view is archaeologist Steven Mithen. Researchers on the evolutionary origin of language generally find it plausible to suggest that language was invented only once, and that all modern spoken languages are thus in some way related, even if that relation can no longer be recovered. Theories that stress continuity often look at animals to see if, for example, primates display any traits that can be seen as analogous to what pre-human language must have been like. And early human fossils can be inspected for traces of physical adaptation to language use or pre-linguistic forms of symbolic behaviour. Among the signs in human fossils that may suggest linguistic abilities are: However, a study on *Ardipithecus ramidus* challenges this belief. Some scholars assume the development of primitive language-like systems proto-language as early as *Homo habilis* 2. Ferdinand de Saussure developed the structuralist approach to studying language. Noam Chomsky is one of the most important linguistic theorists of the 20th century. Linguistics and History of linguistics The study of language, linguistics, has been developing into a science since the first grammatical descriptions of particular languages in India more than years ago, after the development of the Brahmi script. Modern linguistics is a science that concerns itself with all aspects of language, examining it from all of the theoretical viewpoints described above. For example, descriptive linguistics examines the grammar of single languages, theoretical linguistics develops theories on how best to conceptualize and define the nature of language based on data from the various extant human languages, sociolinguistics studies how languages are used for social purposes informing in turn the study of the social functions of language and grammatical description, neurolinguistics studies how language is processed in the human brain and allows the experimental testing of theories, computational linguistics builds on theoretical and descriptive linguistics to construct computational models of language often aimed at processing natural language or at testing linguistic hypotheses, and historical linguistics relies on grammatical and lexical descriptions of languages to trace their individual histories and reconstruct trees of language families by using the comparative method. However, Sumerian scribes already studied the differences between Sumerian and Akkadian grammar around BC. Subsequent grammatical traditions developed in all of the ancient cultures that adopted writing. In the 18th century, the first use of the comparative method by British philologist and expert on ancient India William Jones sparked the rise of comparative linguistics. Early in the 20th century, Ferdinand de Saussure introduced the idea of language as a static system of interconnected units, defined through the oppositions between them. Saussure also introduced several basic dimensions of linguistic analysis that are still fundamental in many contemporary linguistic theories, such as the distinctions between syntagm and paradigm, and the Langue-parole distinction, distinguishing language as an abstract system *langue*, from language as a concrete manifestation of this system *parole*. According to this theory, the most basic form of language is a set of syntactic rules that is universal for all humans and which underlies the grammars of all human languages. This set of rules is called

Universal Grammar ; for Chomsky, describing it is the primary objective of the discipline of linguistics. Thus, he considered that the grammars of individual languages are only of importance to linguistics insofar as they allow us to deduce the universal underlying rules from which the observable linguistic variability is generated. Formal theories of grammar seek to define the different elements of language and describe the way they relate to each other as systems of formal rules or operations, while functional theories seek to define the functions performed by language and then relate them to the linguistic elements that carry them out. Cognitive linguistics is primarily concerned with how the mind creates meaning through language. The production of spoken language depends on sophisticated capacities for controlling the lips, tongue and other components of the vocal apparatus, the ability to acoustically decode speech sounds, and the neurological apparatus required for acquiring and producing language. Neurolinguistics and Language processing in the brain Language Areas of the brain. The brain is the coordinating center of all linguistic activity; it controls both the production of linguistic cognition and of meaning and the mechanics of speech production. Nonetheless, our knowledge of the neurological bases for language is quite limited, though it has advanced considerably with the use of modern imaging techniques. The discipline of linguistics dedicated to studying the neurological aspects of language is called neurolinguistics. In this way, neuroscientists in the 19th century discovered that two areas in the brain are crucially implicated in language processing. People with a lesion in this area of the brain develop receptive aphasia , a condition in which there is a major impairment of language comprehension, while speech retains a natural-sounding rhythm and a relatively normal sentence structure. People with a lesion to this area develop expressive aphasia , meaning that they know what they want to say, they just cannot get it out. Other symptoms that may be present in expressive aphasia include problems with fluency, articulation, word-finding, word repetition , and producing and comprehending complex grammatical sentences, both orally and in writing. Those with this aphasia also exhibit ungrammatical speech and show inability to use syntactic information to determine the meaning of sentences. This shows that the impairment is specific to the ability to use language, not to the physiology used for speech production.

2: Content-based instruction - Wikipedia

This book begins with the physical properties in human development necessary for language to occur. It also offers studies on a child's initial equipment, i.e. intra-uterine skills and skills acquired before first words.

Discourse Theory written by: When a sentence gives a limited meaning, the relevant text around it should be considered for a deeper meaning. A sentence is defined as a group of words that makes sense. Most utterances and texts are in fact more than a sentence. The surrounding texts of the sentence gives it a deeper meaning. Subsequently, it gives validity and depth of meaning to a discourse. To understand the meaning of a sentence in its full meaning, the reader is helped by the surrounding text to get clarity of thought and meaning. Discourse theory states that all the relevant text around a message should be considered to understand it clearly and universally, instead of viewing it as a stand alone sentence. Discourse theory has received prominence in social sciences. Discourse theorists challenge rationalist and individualist approaches in many fields. Two Tools for Professional Interpreting," proposes using discourse theory to develop assessment instruments. He has made some groundbreaking observations relevant to interpreters all over the world. The impact of discourse theory is tremendous, especially in the translation industry. When a sentence is translated from one language to another, discourse theory allows the purity of the message to be transferred into another language. In discourse theory, thoughts and words are organized systematically for greater understanding. It shows how written, visual and oral texts give more depth to the texts when the context is understood. Interaction and categorization between teachers and students can be understood more deeply in the relevant circumstance in the social context. Instructional dialogue should be closely linked to the particular scenario in a classroom. The thoughts and connections between teachers and students during the process of teaching and language acquisition develop the rigorous nature of pedagogy. In this scenario, ideas and concepts will be mutually understood. It calls for a variety of teaching methods and teaching conditions specific to that classroom. For instance, if the topic of history is to be taught, it would not be fitting to make a few statements from the text about the topic. This process calls for a large variety of speech motivation and vocabulary building in language acquisition. It should call for a global approach to a given topic with clear distinctions of what is important and what is not. As a result, learners will distinguish between what is the core of the lesson and what are just details. Classroom instruction can consist of creating titles, keywords, abstracts, themes and reports. Forming groups, pairs or clusters to plan, deliver and implement events and programs can be part of a schemata. In order to understand topics of geography, law and social sciences, students would need background knowledge of the world they live in. Environmental discussions will call for an understanding of the plants, animals and the living world around them. Visual and auditory information would enhance the understanding of what is important and what is not. Practicing in simulated or realistic situations gives students a better understanding of the information learned. Ideas and their linguistic expressions exist within a society, with its web of customs, practices and institutions and discourse theory enhances the understanding of learners in language acquisition. Discourse theory is increasingly becoming popular in the study of national ideologies, foreign policies and in a whole range of academic and non-academic perspectives.

3: Discourse-Based Approach in Teaching Speaking and Reading Skills | Arnis Silvia - www.enganchecubano.com

Discourse Bases: Some Aspects of Contemporary French-language Psycholinguistics Research Example text Topics of children's early linguistic PHYLOGENY AND ONTOGENY OF LANGUAGES 25 knowledge may appear to result from multiply-represented procedures (Karmiloff-Smith).

Discourse-based Teaching Discourse-based Teaching Discourse-based teaching using authentic written and spoken discourse can be a perfect resource for teachers to teach the different language skills. For instance, through a newspaper article, a letter or an extract from a book, a teacher can teach a grammar rule. Students can learn the rule, how it is used in context as well as learn new vocabulary and benefit from reading the article. Also, students can write an essay or a paragraph about a certain idea in the article. Moreover, a teacher can use a natural piece of spoken discourse like a real recorded conversation, a phone call, an interview, or a speech to teach, for example, the suprasegmentals of English. Through that, students can learn oral discourse management of rhythm and intonation as well as having a chance to explore authentic social interaction that takes place between people in L2. Then, a teacher can design a role play or student-led discussions and debates in order for the students to practice speaking through what they have learned, and assign a writing exercise to practice writing.

Advantages of Using Discourse

- Learn grammatical rules in context.
- Get familiar with essay organization.
- Explore how punctuations are employed in a text.
- Explore different writing styles.
- Explore naturally-occurring social interaction in L2.

Application

Written Discourse The teacher can choose any piece of informative written discourse that serves the main objectives of the lesson. In addition, through the same text, the teacher can highlight other aspects of written English like punctuations or capitalization depending on the age and the level of the students. For instance, a passage about a certain topic, e.

Reading Students practice reading the text. Through reading the text, students learn the passive voice inductively and see how it is employed in context. Students learn new vocabulary. As a post activity, students can discuss in pairs or as a class other famous sites with an emphasis on using the passive.

Listening Through engaging in discussions, learners have the opportunity to listen to each other speaking. While students are working in pairs, the teacher may ask each partner to write down notes, like misuse of the passive, as a form of peer review. It can be assigned as homework.

Spoken Discourse The teacher can adopt any material of English spoken discourse, e. TV interview, that serves the point of the lesson and suits the level of the learners. It is important for the teacher to provide a written copy of the listening material after practicing listening several times in order for the learners to write notes and go back for it later whenever needed. Learners get familiar with the English intonation, stress, pausing and other characteristics of the spoken language. Learners get the chance to listen to expressions, phrasal verbs, and grammatical structures used in real-life context.

Speaking After listening several times, the teacher can design a speaking activity, like working in pairs or groups of three to analyze, discuss, report, or debate what they have listened to.

Writing Learners can be assigned to write a paragraph or essay, like a reflection or their opinions, about a certain point in the listening section.

A guide for language teachers Cambridge: She has taught different levels of English as a foreign language in Libya.

4: Get Language Bases Discourse Bases: Some Aspects of PDF - Elmira Bayrasli E-books

Language Bases Discourse Bases Some Aspects of Contemporary French-language Psycholinguistic Research av G Pieraut Le Bonniec, Marlene Dolitsky, Gilberte Pieraut-Le Bonniec.

Atiq Susilo, MA Dr. Introduction Discourse and formal language teaching would be two different poles of perspectives. However, when integrated well, immersing discourse into language teaching could provide a wide range resource for the real language use which is beneficial for communicative purpose of the language learners. This paper is about to present two learning tasks which incorporate discourse by overviewing the rationale of discourse-based approach, three major issues when incorporating discourse in language teaching, discourse-based tasks in reading and speaking, and the discussion. The Rationale for Discourse-based Approach As the communicative approach developed in s, a search for more communicative tasks have also increased. Practically, teachers need to teach more than grammatical knowledge, but also pragmatic one. For this reason, a wider framework of the teaching materials increased to the necessity of authentic materials real discourse. The urge of integrating discourse into language teaching was also supported by three premises of a discourse view towards language use was proposed by Cots¹ including: The second premise deals with the idea that language use is varied and has different functions depending on the context. It requires the use real instances of language use, in which the full potential of language can be appreciated by looking at its social effects. Lastly, the third premise bases from the notion that communication cannot be explained as the simple transfer of pre-existing meanings. Rather, meanings are created through the negotiation of intentions and interpretations. The Key Principles of Incorporating Discourse in Language Teaching The use of discourse as an authentic materials in language teaching should be carefully planned in order to facilitate learning more effectively. Otherwise, discourse tasks will be considered and done as another subject of English. Therefore, before designing a discourse-based approach syllabus, teacher should consider: The segmentation of discourse The discourse should be selected for its mode written vs. Mc Carthy and Carter³ explain further about the types of strategies that should be taken into account in immersing discourse, they are: Perspectives for language teaching, London and New York: Longman , , p. The selected discourse should not separate but show continuum role of its participants. The taken sample should carry a cultural load in order to make sense of it. Thus, inferring meaning strategies should be also taught. Oxford University Press , , p. The following sections are two discourse-based tasks proposed by the author dealing with teaching reading and speaking skills. Understanding meaning in short functional essay in the form of narrative in the daily context to gain knowledge Basic Competence 5. The genre is narrative, and the strategies required is genre-related strategies for problem-solution. From the perspective of Sequencing, this task is designed through Top-Bottom Approach, where the students are presented the characters, the genre of the texts, the setting, and such at the beginning pre-reading activity 1 and 2. The selection and presentation of the discourse is following the Contrastive principle where the students are asked to compare some cultural points from the novel to their own culture. While-reading activities are designed with the communicative language teaching approach by Number-Head Together strategies the numbering of each group is selected carefully by mixing up higher competency and lower competency learners. Activity 1 to 5 are hoped that the students can gather better understanding by discussing the text together. In this activity, some strategies like guessing from context, referring back anaphoric or referring forward cataphoric , looking at the synonyms, and else. Activity 7 and 8 is aimed at letting the students to comprehend the whole text and doing a genre-related tasks by answering some comprehension questions to find general and specific information from the text. Expressing meaning in short functional spoken text and monologue in the form of narrative in a daily life context. Can you describe it? According to Mc Carthy and Carter, the strategies incorporated in this task is coherence-related strategies where the learners are required to construct a cohesive and coherence 8 talk about their motivating youth movement project plan. The sequence of this task is bottom-up approach, in which the students are exposed to the complexity of the discourse before analyzing the parts or the elements of the talk. The selection and presentation of the discourse follows the critical principle to create ideology for social issues. This

discourse-based task involves a conference talk by a native English speaker at the normal speed. When they know what information they need to find, they will focus on this task instead of listening every single word. For this reason, students are given a worksheet where they will find out some required information about the speech. The list of the questions are chosen carefully as such so that it could cover the overall meaning of the talk. As this task is a productive one, the preparation stage spend the most of the time. Activity 2 to 5 are aimed at giving input to the students about a narrative persuasive speech. This draft writing could be the hardest part for the students as they need to cover some aspects at the same time: This could be a bias but informative activity to do as the scoring scale informs the presenter about the strength and the weakness of the presentation and it will be a constructive comment for the future presentation. This while-speaking activity is also a medium for negotiating meaning to the audience. The presenters can use gestures, mime, facial expressions, visual aids to help them communicating their ideas. The post-speaking activities are designed to appreciate the effort of the students. There are two best speakers: From the two proposed tasks, it can be drawn a conclusion that it needs a teacher effort to scaffold this discourse so that it makes sense to the students. Pre-teaching the vocabularies, providing the setting of the story, playing a short video about the discourse are some of the ways to familiarize the students with the sociocultural aspects of the discourse. Reinforcing the students for noticing some forms that need inferencing is also needed. Oxford University Press , Cots, J. Longrnan , Warne, N. Being Young and Giving Impact. I shall be too late! In another moment down went Alice after it, never once considering how in the world she was to get out again. The rabbit-hole went straight on like a tunnel for some way, and then dipped suddenly down, so suddenly that Alice had not a moment to think about stopping herself before she found herself falling down what seemed to be a very deep well. Either the well was very deep, or she fell very slowly, for she had plenty of time as she went down to look about her, and to wonder what was going to happen next. First, she tried to look down and make out what she was coming to, but it was too dark to see anything; then she looked at the sides of the well, and noticed that they were filled with cupboards and bookshelves: Would the fall never come to an end? Presently she began again. Do you think you could manage it? There was nothing else to do, so Alice soon began talking again. I wish you were down here with me! But do cats eat bats, I wonder? Do cats eat bats? Alice was not a bit hurt, and she jumped up on to her feet in a moment: There was not a moment to be lost: There were doors all round the hall, but they were all locked, and when Alice had been all the way down one side and up the other, trying every door, she walked sadly down the middle, wondering how she was ever to get out again. However, on the second time round, she came upon a low curtain she had not noticed before, and behind it was a little door about fifteen inches high; she tried the little golden key in the lock, and to her great delight it fitted! Alice opened the door and found that it led into a small passage, not much larger than a rat-hole; she knelt down and looked along the passage into the loveliest garden you ever saw. Oh, how I wish I could shut up like a telescope! I think I could, if I only knew how to begin. There seemed to be no use in waiting by the little door, so she went back to the table, half hoping she might find another key on it, or at any rate a book of rules for shutting people up like telescopes: I wonder what I should be like then? After a while, finding that nothing more happened, she decided on going into the garden at once, but, alas for poor Alice! So she set to work, and very soon finished off the cake. During the early chapters, Alice is portrayed as a child who has a poor sense of self; she lacks confidence and decisiveness because she is still growing and learning about herself. What did it say on it? List five things that you find similar to your culture and list five things different from yours. As an intern for Invisible Children, she led a nation-wide campaign for the project. She successfully got the campaign featured on the Oprah Winfrey show, a victory that dramatically raised the profile of the movement. Natalie now works as a film editor in Los Angeles. What did you want to be when you were a little kid? What are some experiences in the past that motivates you to do the best? In your age now, what do you think you can do for: If you are given a chance to make a youth movement, what movement will you make? Tell more about it.

5: Discourse Theory on Second Language Acquisition

*Language Bases Discourse Bases: Some aspects of contemporary French-language psycholinguistics research (Pragmatics & Beyond New Series) [Gilberte PiÃ©raut-Le Bonniec, Marlene Dolitsky] on www.enganchecubano.com *FREE* shipping on qualifying offers.*

Benefits[edit] Learners are exposed to a considerable amount of language through stimulating content. Learners explore interesting content and are engaged in appropriate language-dependent activities. Languages are not learned through direct instruction, but rather acquired "naturally" or automatically. CBI supports contextualized learning; learners are taught useful language that is embedded within relevant discourse contexts rather than as isolated language fragments. Hence students make greater connections with the language and what they already know. Complex information is delivered through real life context for the students to grasp well and leads to intrinsic motivation. In CBI information is reiterated by strategically delivering information at right time and situation compelling the students to learn out of passion. The goal of CBI is to prepare students to acquire the languages while using the context of any subject matter so that students learn the language by using it within the specific context. Rather than learning a language out of context, it is learned within the context of a specific academic subject. As educators realized that in order to successfully complete an academic task, second language L2 learners have to master both English as a language form grammar , vocabulary etc. This is the case by stressing several pedagogical needs to help learners achieve their goals, such as teachers having knowledge of the subject matter, knowledge of instructional strategies to comprehensible and accessible content, knowledge of L2 learning processes and the ability to assess cognitive, linguistic and social strategies that students use to assure content comprehension while promoting English academic development. Learning to learn is more of a student-centered approach that stresses the importance of having the learners share this responsibility with their teachers. Learning to learn emphasizes the significant role that learning strategies play in the process of learning. Motivating students[edit] Keeping students motivated and interested are two important factors underlying content-based instruction. In short, when a student is intrinsically motivated the student achieves more. This in turn leads to a perception of success, of gaining positive attributes which will continue a circular learning pattern of success and interest. Krapp, Hidi and Renninger state that, "situational interest, triggered by environmental factors, may evoke or contribute to the development of long-lasting individual interests" p. Because CBI is student centered, one of its goals is to keep students interested and motivation high by generating stimulating content instruction and materials. Active student involvement[edit] Because it falls under the more general rubric of communicative language teaching CLT , the CBI classroom is learner rather than teacher centered Littlewood, In such classrooms, students learn through doing and are actively engaged in the learning process. They do not depend on the teacher to direct all learning or to be the source of all information. Accordingly, students assume active, social roles in the classroom that involve interactive learning, negotiation , information gathering and the co-construction of meaning Lee and VanPatten, Unless students are given power, they may exert what little power they have to thwart learning and achievement through inappropriate behavior and mediocrity. Thus, it is important for teachers to give students voice, especially in the current educational climate, which is dominated by standardization and testing Simmons and Page,

6: Discourse-based Teaching | www.enganchecubano.com

Discourse Bases: Some aspects of contemporary French-language psycholinguistics research.. [Gilberte PiÃ©raut-Le Bonniec; Marlene Dolitsky] -- When child language began to be studied in the sixties, what interested researchers most was what could be considered language per se. Holophrases were excluded as seemingly having no syntax and.

7: Discourse Markers - learn English,communication,words,english

In the humanities and in the social sciences, the term discourse describes a formal way of thinking that can be expressed through language; the discourse is a social boundary that defines what statements can be said about a topic.

Love, war, and the grail Report of the Joint Committee of 1860 upon the proposed canal to unite Barnstable and Buzzards bays Then there grew up a generation . Morale, cohesion, and competence from Second Bull Run to Missionary Ridge Speaking of New England Golden rules for everyday life. Law and liberty in virtual worlds Jack M. Balkin Practical guide to magnetic circular dichroism spectroscopy The Greek and English quarrel. Kissing-Cup the second Long NightS Loving (Top Author) Race, gender, and ethnicity : competition for employment opportunities The Spousal Equivalent Handbook Part 4 : Basics of health care. Vox valvetronix ad15vt manual A provoking agent : the pornography and performance art of Annie Sprinkle Linda Williams Slips of the tongue and language production Data Warehousing With Oracle Archestratos of Gela The cottage in the steppe The goals of yoga Application of fiber reinforced polymer composites to the highway infrastructure Pocket Essentials of Obstetrics and Gynaecology (Book with CD-ROM Package (Pocket Essentials) XLII. Railroad investments. Narrative analysis catherine kohler riessman Add one dead critic Father Bedes misfit Successful communication through NLP Towards the wireless information society. The Sound of Hills Hidden in plain view: knowing and non knowing about sundown towns Appendix 22: Communications plan template Scientific notation practice test Behind Japans Surrender The Continuum Encyclopedia of American Literature Girl in development Sketching basics one point perspective V. 2. The engravings. Encounter: group sensitivity training experience. Big data black book dreamtech