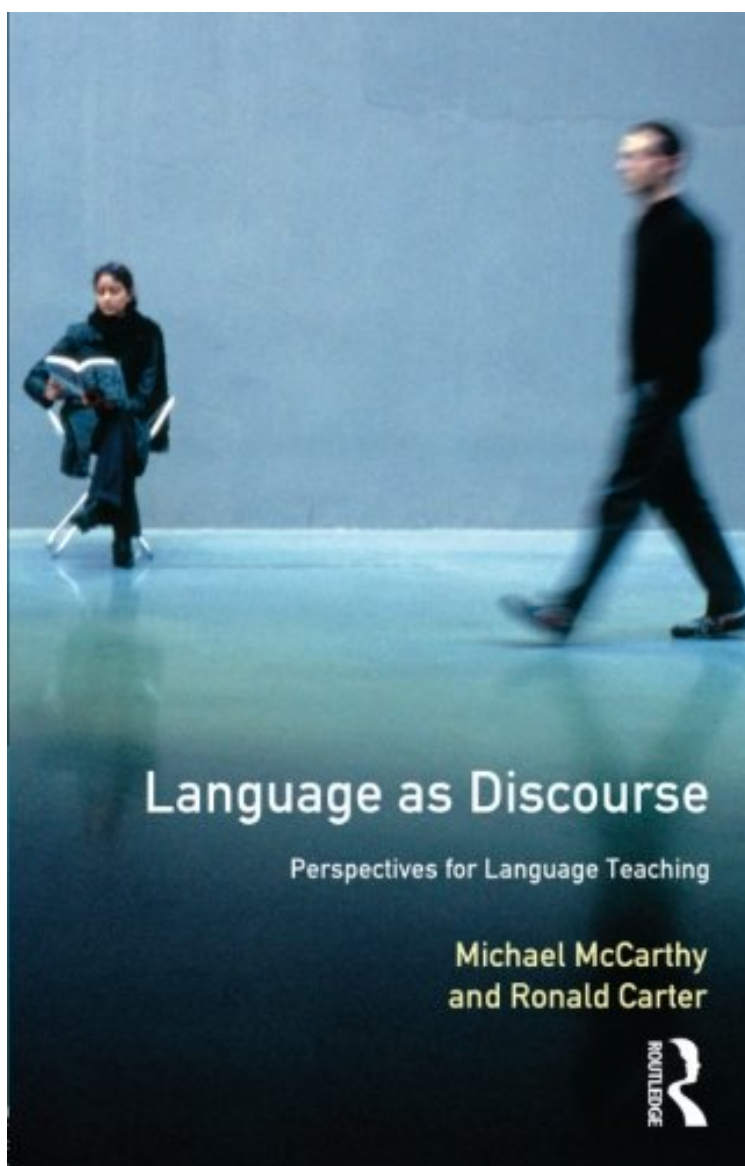


(Free read ebook) Language as Discourse: Perspectives for Language Teaching (Applied Linguistics and Language Study)

## Language as Discourse: Perspectives for Language Teaching (Applied Linguistics and Language Study)

*Michael McCarthy, Ronald Carter*  
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#1157292 in Books Routledge 1993-12-01 1993-11-29 Original language: English PDF # 1 8.43 x .56 x 5.431, .66 #File Name: 0582084245248 pages | File size: 21.Mb

**Michael McCarthy, Ronald Carter : Language as Discourse: Perspectives for Language Teaching (Applied Linguistics and Language Study)** before purchasing it in order to gauge whether or not it would be worth my time, and all praised Language as Discourse: Perspectives for Language Teaching (Applied Linguistics and Language

Study):

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.

From the Back Cover Since it was first established in the 1970s, the Applied Linguistics and Language Study series has become a major force in the exploration of practical problems in human communication and language education. Drawing extensively on empirical research and theoretical work in linguistics, sociology, and psychology and education, the series explores key issues in language acquisition and language use. 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. *Language as Discourse: Perspectives for Language Teaching* challenges many current language teaching orthodoxies and offers the reader new, and sometimes provocative, perspectives on language awareness. There are chapters on issues in teaching spoken and written language; patterns of text organisation; literature, culture and language teaching; teaching grammar and vocabulary from a discourse perspective; and planning a discourse-based language syllabus. Each chapter has reader activities to consolidate the points made throughout the book and there is a detailed and wide-ranging bibliography. The book is a thought-provoking exploration of discourse analysis which will be of relevance to applied linguists, to teachers of both English and foreign languages, and to students of language in education. [This book describes the discursal properties of language and demonstrate what insights this approach can offer to the student and teacher of language.