

1. Record Nr.	UNINA9910456925703321
Autore	Gibbons Pauline <1946->
Titolo	Bridging discourses in the ESL classroom : students, teachers and researchers // by Pauline Gibbons
Pubbl/distr/stampa	London ; ; New York : , : Continuum, , 2006
ISBN	1-4742-1213-1 1-282-45248-7 9786612452482 1-4411-8055-9
Descrizione fisica	1 online resource (329 p.)
Disciplina	428.0071
Soggetti	English language - Study and teaching - Foreign speakers Second language acquisition Interdisciplinary approach in education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (pages 301-317) and index.
Nota di contenuto	Contents; Chapter 1 'Bridging Discourses' in the ESL classroom: an introduction; Part 1 Language, learning and learners: perspectives across disciplines; Chapter 2 A sociocultural view of language and learning; Chapter 3 Second language learning and teaching; Part 2 Inside two classrooms; Chapter 4 Researching the classroom; Chapter 5 Teaching and learning in two classrooms; Part 3 Discourse contexts for second language development; Chapter 6 Teachers and learners: constructing new meanings; Chapter 7 The teachers: teaching as mediation; Chapter 8 The learners: affordances for learning Glossary of systemic functional linguistic terms Appendix: Episode summaries; References; Index; A; B; C; D; E; F; G; H; I; K; L; M; N; O; P; R; S; T; V; W; Y; Z
Sommario/riassunto	Bridging Discourses in the ESL Classroom examines the interactions between learners and teachers in the language classroom. It aims to identify patterns of discourse which enable second language development but also support the learning of curriculum knowledge. These patterns are 'bridging discourses' in that they combine the everyday language used by the student, with the specialised language

of the academic register. This book puts forward an innovative new theory of classroom discourse analysis, influenced by the work of Halliday and Vygotsky. It is recommended for academics and postgraduat

---