Genre and Discourse Community Analysis Essay

 In the article, “Perceptions About the Dominance of English as a Global Language: Impact on Foreign-Language Teachers’ Professional Identity”, is about how three schools in Europe explore the connection between foreign language teaching as well as the schools being taught English. The thesis statement is located in the abstract column and it states that it is

about a qualitative study between three foreign-language teachers in France, Scotland and Germany and it explores the connection between foreign-language learning, which is declining and how that decline is impacting these three teachers’ identities, essentially English is the dominant language and not the native ones. The reason I chose this article is because it’s becoming an issue for a lot of foreign schools and teachers wanting to teach English as the main language and not the native language. A reason I believe it’s becoming a problem is if the schools continue to teach just English and not their native language, then I believe the students and teachers will lose their identities. For instance, if a school in Austria begins to teach English as part of the curriculum and as well as their language (depending on where they are located), Austrian-German, the students and teachers can balance and continue to learn both languages without learning one more than the other.

 The previous research is presented through a study of the “participants schools as communities of practice (Lave & Wenger, 1991) and the impact that various participants within these communities hae upon MFL/FLOE teacher identity. This framework offers a strong precedent for connecting professional identity with attitudes (of the teachers themselves and of others within the school community of practice) towards the value of one’s subject area as it allows for interpreting expertise in one’s subject area as “competence,” and “identity [within the community of practice] as a form of competence”. (Gayton, 2016). The study on how it’s presented was a social and science study to the university and it’s written in a scientific way in order to inform the public. I found this study to be interesting on how they were analyzing specific teachers in that district, almost psychoanalyzing them on their behaviours.

According to Henry and Apelgren results, two of the researches that took part in the questionnaire study, “studied that Swedish adolescents suggest that, at least in the early stages of learning an L3 attitudes towards this L3 are even more positive than those towards English. They note that this is in marked contrast to wider societal perceptions of the (lesser) value of languages other than English.” (Gayton, 2016). This is an issue because it appears the Swedish like learning other foreign languages but not English. It can become a problem for the future students of the Swedish school system, if English becomes one of the languages being taught as a second language, then the students and teachers could decide either to not learn it or teach it. The issue is stated in about two paragraphs and a short description of the study. The jargon in this article is L2 and L3. L2 identifies as English as a foreign language and L3 identifies as German as a second language. “There was a strong indication of a preference to learn English as the first foreign language (L2), followed by German as the second (L3), and indications of more-favourable levels of motivation for both languages when studied in this order.” (Gayton, 2016). I believe this jargon acts as code when educators are working on a form of an IEP or other educational documents in order for it to go in the school curriculum.

The English language evidently occupies a powerful role in Anglophone and non-Anglophone countries alike, a role that is further characterised by ambiguity and complexity in the latter contexts especially. This research project aims to elucidate the role English plays by making cross-context comparisons.

 In the article, “What impact does teaching music informally in the classroom have on teachers, and their pedagogy?”, is about a research study approach on secondary school music teachers that work for Musical Features Champion schools. This study took place for over three years in three different phases with 28 teachers answering questionnaires about if they believed in their skills, confidence, pedagogy and if the school system had helped them become a better educator. Most of the teachers answered that the MF school system helped become effective educators, more confident in teaching music and increased their joy of wanting to teach in theschool. The thesis statement is located in the abstract column and it states that it’s about a research study on if the teachers that teach at MFC like their jobs, enjoy teaching and the environment. The reason I chose this article is because I believe that learning about music while studying in school can be an essential way to learn. For instance, a teacher is teaching a lesson on the solar system and it’s your average lecture; boring, students dozing off, straight PowerPoint. Instead, the lesson can be taught with the students out of their seats, singing a piggy-back song based on the planets and having a presentation of illustrations. For my profession, I want to incorporate music in all my lesson because I want the subjects to seem fun and enjoyable to learn and I want my students to love what they are learning.

 The issue isn’t necessarily in the article but in the school system today. The reason, I believe is, because educators want to teach to the standard lecture, rather than incorporating some joy and fun in the classroom. A standard music class is once a week for about 30 minutes, that is not enough time for a full lesson and the students barely know what they are learning.

 The previous research is presented as the school MF changed the nature of learning and teaching based on the questionnaires as part of the research study. To quote the article description, “A student-led approach was adopted, thus managing this workshop approach on a daily basis, for some teachers, was exhausting and stressful. Overall, the adoption of MF approach had a wide range of benefits for teachers but there were issues relating to the logistics of managing small group work”. (Hallam, Creech, & McQueen, 2017).

The citation system is MLA for both journals, they both use footnotes to cite different sources and or quotations.

The conclusion I can draw from the journal, “Perceptions About the Dominance of English as a Global Language: Impact on Foreign-Language Teachers’ Professional Identity” is learning as foreign language is a necessity to a child’s education, English and their native language. I believe the article focuses on the aspect of it being a future if teachers focus more on the English language and not on their native language, then the identities of the students and teachers will cease to exist in their society. The tone for this journal is formal because she uses a lot of her own data and research, almost as she’s having a conversation with her readers.

The conclusion that I draw from the journal, “What impact does teaching music informally in the classroom have on teachers, and their pedagogy?” is understanding that music makes a huge difference in a school, not only for the students but for the educators teaching it. I believe this article focuses on the behavior, attitude and passion the teachers possess. In my opinion, the article is focusing more on if the teachers want to and or willing to teach music in their classrooms, to help better educate their students. The tone for this journal is informal because the authors are all speaking together and have other researchers join their conversation. The article is essentially a continuous dialogue between various people.

There aren’t any defining features, in my opinion, but I did found these two journals very profound and instructive. It’s amazing how learning a foreign language and having music as a teaching tool can really affect and make a difference in a students life.

Citations

Hallam, Susan, et al. “What Impact Does Teaching Music Informally in the Classroom Have on Teachers, and Their Pedagogy?” *Music Education Research*, vol. 19, no. 1, Apr. 2016, pp. 42–59., doi:10.1080/14613808.2015.1122749.

Gayton, Angela Mary. “Perceptions About the Dominance of English as a Global Language: Impact on Foreign-Language Teachers’ Professional Identity.” *Journal of Language, Identity & Education*, vol. 15, no. 4, Mar. 2016, pp. 230–244., doi:10.1080/15348458.2016.1194209.