

REPORT

Aspects of Impoverished Discourse in Academic Speaking: Implications for Pedagogy from a Mini-Corpus

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Language teaching to prepare non-native speakers (NNSs) for specific genres needs to be based on description of the language really used rather than idealized versions of it. The paper presents preliminary findings on differences in the discourse of native-speakers (NSs) and NNSs in academic discussion and shows that analysis of a well-targeted mini-corpus of texts produced by NSs and NNSs provides a useful source of insights for pedagogy. Examination of texts from question/answer sessions in university seminars indicates three aspects of the discourse of discussion (reformulating, grounding, and using metastatements in elicits) for pedagogical interest.