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What is a Discourse Community?

A discourse community is a group of people who share a common interest, and who group together to accomplish a common goal. In striving to become a part of the field of education, I researched what the common goal of the education is, and how it is accomplished. All educators share the objective of creating knowledgable students, while preparing them for future endeavors. In my research I took a closer look at the texts used specifically in the field of foreign language acquisition, and how they help to accomplish the goals of the educational discourse community.
Types of Texts:

I have separated the types of texts used in the educational discourse community into three main parts: methodology, application, and instruction.

Methodology:

When learning about becoming a teacher, students are exposed to many types of texts. One type of text that students are subjected to is journals of articles written by more experienced educators. Journals may contain an accumulation of knowledge teachers have gained from their own personal experiences, as well as their opinions on specific teaching methods. In the field of foreign languages it is important for teachers to study the methods used by other teachers in order to establish their own teaching method.

Application:

After being educated themselves, teachers begin the planning of their own teaching practices. Lesson plans have been developed to help teachers map out how they will present the curriculum to their students. Lesson plans are typically set up in the form of a calendar, so that teachers can see how they will teach the curriculum throughout the school year. Each day of the lesson plan is used to assemble the activities that will take place that day. Foreign language teachers must instruct over several topics in their curriculum- speaking, listening, reading, and writing- so it is very important that they plan their lessons accordingly.
Along with lesson plans teachers use the teacher’s edition of their textbooks to help them present the curriculum to students. The textbook is a copy of the students’ textbooks, only with the answers to the activities and ideas for additional classroom activities that the teacher may perform. The teacher's edition of textbooks allow teachers to adapt their lessons to different types of learners, whether they be visual, textual, or oral learners. By adapting lessons to suit the needs of students teachers are able to reach a larger audience and better educate their students.

Instruction:

When it comes down to actual teaching there are many texts that help teachers instruct their students. One of which is the student's edition of the textbook. When working with the teacher's edition of the textbook this text provides students with a variety of activities to encourage comprehension. Also, the student's edition of the textbook may provide outside resources that can further the student's education. One such example is with the Holt, Rinehart, and Winston Spanish textbook. This textbook provides a website where students can practice grammar and verb conjugation.

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Outside resources have become very important in today's classroom. Websites, movies, and magazines are all examples of how texts can be used to promote education. Students who are exposed to course material in real life circumstances are more motivated to learn because the see how the information will be used later on.

Conclusion:

Texts are very important in the educational discourse community. From methodology to application and instruction, texts are used to help teachers educate their students. Texts allow teachers to accomplish the ultimate goal of the educational discourse community- to create knowledgable and prepared students.