

David Nunan Discourse Ysis

The use of English as a global lingua franca has given rise to new challenges and approaches in our understanding of language and communication. One area where ELF (English as a lingua franca) studies, both from an empirical and theoretical orientation, have the potential for significant developments is in our understanding of the relationships between language, culture and identity. ELF challenges traditional assumptions concerning the purported 'inexorable' link between a language and a culture. Due to the multitude of users and contexts of ELF communication the supposed language, culture and identity correlation, often conceived at the national level, appears simplistic and naïve. However, it is equally naïve to assume that ELF is a culturally and identity neutral form of communication. All communication involves participants, purposes, contexts and histories, none of which are 'neutral'. Thus, we need new approaches to understanding the relationship between language, culture and identity which are able to account for the multifarious and dynamic nature of ELF communication.

Issues in Syllabus Design addresses the major types of syllabuses in language course development and provides readers with the theoretical foundations and practical aspects of implementing syllabuses for use in language teaching

programs.

This book evaluates the origins of processes of change in language teaching in China, and the factors influencing their success. Examining diverse experiences and drawing on the perspectives of academics from the top institutions in the country, the authors analyse the complex interplay between global and local influences on language policies. Encouraging discussion of the significant education reforms that have taken place in China in recent years, this work will be of interest to students and scholars of language education, English as a Second Language and applied linguistics.

The book examines the development and maintenance of a minority language, engaging on both micro and macro levels to address open questions in the field. Guardado provides a history of the study of language maintenance, including discussion of language socialization, cosmopolitan identities, and home practices. In particular, the author uses 'discourse' as a primary tool to understand minority language development and maintenance.

A Philosophy of Second Language Acquisition

Learner-centered English Language Education

Researching Second Language Classrooms

Constructs, Curriculum, Instruction, Assessment

11th International Conference of the CLEF Association, CLEF 2020,

Thessaloniki, Greece, September 22 – 25, 2020, Proceedings
Culture and Identity through English as a Lingua Franca
Form and Meaning

Advanced language learning has only recently begun to capture the interest and attention of applied linguists and professionals in language education in the United States. In this breakthrough volume, experts in the field lay the groundwork for approaching the increasingly important role of advanced language learning in the larger context of multilingual societies, globalization, and security. This volume presents both general and theoretical insights and language-specific considerations in college classrooms spanning a range of languages, from the commonly taught languages of English, French, and German to the less commonly taught Farsi, Korean, Norwegian, and Russian. Among theoretical frameworks likely to be conducive to imagining and fostering instructed "advancedness" in a second language, this volume highlights a cognitive-semantic approach. The theoretical and data-based findings make clear

that advanced learners in particular are characterized by the capacity to make situated choices from across the entire language system, from vocabulary and grammar to discourse features, which suggests the need for a text-oriented, meaning-driven approach to language teaching, learning, and research. This volume also considers whether and how information structuring in second-language composition reveals first-language preferences of grammaticized concepts. Other topics include curricular and instructional approaches to narrativity, vocabulary expansion, the demands on instructed programs for efficiency and effectiveness in order to assure advanced levels, and learners' ability to function in professional contexts with their diverse oral and written genre requirements. Finally, the volume probes the role and nature of assessment as a measurement tool for both researching and assessing advanced language learning and as an essential component of improving programs. In addition to the approaches and methods covered in the first edition, this edition includes new chapters, such as

whole language, multiple intelligences, neurolinguistic programming, competency-based language teaching, co-operative language learning, content-based instruction, task-based language teaching, and The Post-Methods Era.

This book presents intentional dynamics, which is a new perspective on TESOL contexts, activity and outcomes. The key innovation is a synthesis of complex systems and ecological theories, as well as the concept of intentionality from the philosophy of mind, to understand the psychological and social processes of TESOL. One aspect of intentional dynamics is the 'ordinary' intentions of individuals to perform particular actions, and of organisations to achieve planned outcomes. Another aspect is philosophically defined psychological and social forms of intentionality.

Psychological intentionality is understood as what language learners' and teachers' (and other stakeholders') beliefs and emotions are 'about' or 'directed at'. Social intentionality is the 'aboutness' expressed by TESOL materials, curricula and policies. The book explores how

intentional dynamics both emerge from and give shape to TESOL activity, and outlines what are the practical implications of intentional dynamics for TESOL learners, teachers, researchers, managers and policy-makers.

This Second Edition of Diana Ridley's bestselling guide to the literature review outlines practical strategies for reading and note taking, and guides the reader on how to conduct a systematic search of the available literature, and uses cases and examples throughout to demonstrate best practice in writing and presenting the review. New to this edition are examples drawn from a wide range of disciplines, a new chapter on conducting a systematic review, increased coverage of issues of evaluating quality and conducting reviews using online sources and online literature and enhanced guidance in dealing with copyright and permissions issues.

Issues in Syllabus Design

Teaching English as a Foreign Language

Practice and Reflection in Language Education Contexts

A Step-by-Step Guide for Students

Rethinking Concepts and Goals in Intercultural Communication
Trends, Tactics, and Examples

Experimental IR Meets Multilinguality, Multimodality, and
Interaction

The function of "A dictionary of language acquisition: A comprehensive overview of key terms in first and second language acquisition" is to collect and synthesize the knowledge base that is already well accepted and that has been well researched. Thus, it is a reference guide which offers an authoritative and encyclopedic survey of key terms and concepts in the areas of language acquisition and development. The volume is intended as a resource to elucidate various concepts, issues, approaches, models, and theories of language acquisition in an efficient and accessible style. This book makes use of approximately 1000 alphabetical entries with cross references where necessary. This volume is designed to appeal to undergraduate and graduate students, teachers, lecturers, practitioners, researchers, consultants, and consumers of information across the field of both first and second language acquisition.

This book highlights the potential and the challenges of corpora in language education with a particular focus on the teacher's perspective. For this purpose, the study explores the relevance of the corpus approach to central paradigms underlying contemporary language education. Furthermore, a critical analysis investigates the persisting gap between research

findings and their implementation in teaching practices. As a result, key factors in advancing the popularisation of corpora in language education are identified. A survey and a case study verify this gap and, importantly, underline the pivotal role of adequate teacher education if corpus-based language teaching is to make any significant impact on current teaching practices.

Aquaculture, Resource Use, and the Environment places aquaculture within the larger context of global population growth, increased demand for sustainable, reliable sources of food, and the responsible use of natural resources. Aquaculture production has grown rapidly in recent decades as over-exploitation and environmental degradation have drastically reduced wild fish stocks. As fish production has increased, questions have persisted about the environmental sustainability of current aquaculture practices. Aquaculture, Resource Use, and the Environment is a timely synthesis and analysis of critical issues facing the continued growth and acceptance of aquaculture practices and products. Chapters look at the past, present, and future demands for food, aquaculture production, and tackle key issues ranging from environmental impacts of aquaculture to practical best management practices in aquaculture production. Providing broad coverage of issues that are essential to the continued development of aquaculture production, Aquaculture, Resource Use, and the Environment will be vital resource for anyone involved in the field of aquaculture.

In this book David Block draws on analytical techniques from Critical Discourse Studies to

critically investigate truth, truths, the propagation of ignorance and post-truth. Focusing on corrupt discourses and agnotology, he explores the role of anti-intellectualism, emotion and social media in the cultural creation, legitimisation and dissemination of ignorance. While encompassing analysis of discourses on Donald Trump, Brexit, climate change and the Alt-Right, Block furthers our understanding of this global phenomena by providing a revealing analysis of political communications relating to corruption scandals involving the Spanish conservative party. Through an innovative theoretical framework that combines critical discourse and discourse historical approaches with nuanced political analysis, he uncovers the rhetorical means by which esoteric truths and misleading narratives about corruption are created and demonstrates how they become, in their turn, corrupt discourses. This original work offers fresh insights for scholars of Discourse Analysis, Sociolinguistics, Politics, Cultural and Communication Studies, and will also appeal to general readers with an interest in political communication and Spanish politics.

Classroom Discourse

Approaches and Methods in Language Teaching

Discourse, Ideology and Heritage Language Socialization

Strategic Retail Management and Brand Management

War and Revolution

Doing discourse analysis in the digital age

Page 9/27

Introducing Second Language Acquisition

Diese Einführung in englischer Sprache präsentiert in 14 Kapiteln die grundlegenden Themen und Gegenstandsbereiche der Englischdidaktik. Gleichermassen praxisnah wie theoretisch fundiert, behandelt der Band zentrale Prinzipien und Kompetenzbereiche eines modernen Fremdsprachenunterrichts. Ausgehend von den zentralen Akteur/innen (Lehrende und Lernende) und mit Blick auf die Teilbereiche der Sprach-, Literatur- und Kulturdidaktik werden zudem Vorschläge für den Einsatz unterschiedlicher Materialien und Medien diskutiert. Weitere Kapitel widmen sich den institutionellen Organisationsstrukturen und dem Bereich Assessment/Diagnose. Der Band erscheint in zweifarbiger Gestaltung, mit Definitionen und Beispielen sowie mit zahlreichen Abbildungen. This comprehensive introduction presents the fundamental topics and issues of TEFL (Teaching English as a Foreign Language) in 14 chapters. Integrating both profound theoretical and creative practical considerations, the central principles and competence domains of modern foreign language teaching are discussed. Starting with the main classroom agents (teachers and learners), the chapters outline a variety of content areas (language, literature, cultural issues) and thoroughly review materials, media and methods. Additional chapters are concerned with the historical development of English language teaching, its current institutional organisation as well as assessment and evaluation.

This collection of papers is divided into three parts. After "Introduction" (James F. Lee and Albert Valdman), Part 1, "Theoretical Aspects of Focus on Form," includes "What Form to Focus On? Linguistics, Language Awareness, and the Education of L2 Teachers" (Cristina Sanz); "Five Types of Input and the Various Relationships between Form and Meaning" (James F. Lee); "Processing Instruction as Form-Meaning Connections: Issues in Theory and Research" (Bill VanPatten); and "Attention, Awareness, and Focus on Form Research: a Critical Overview" (Ronald P. Leow). Part 2,

"The Teaching Context for Focus on Form," includes "Classroom Talk: Form, Meaning, and Activity Theory" (Celeste Kinginger) and "Meaning and Form in Classroom-Based SLA Research: Reflections from a College Foreign Language Perspective" (Heidi Byrnes). Part 3, "Pedagogical Applications," includes "Toward a Pedagogical Discourse of Grammar: Techniques for Teaching Word-Order Constructions" (Carl S. Blyth); "The Effect of Explicit Training on Successful Circumlocution: a Classroom Study" (Mary Ellen Scullen and Sarah Jourdain); "Relationships between the Process of Reading, Word Inferencing, and Incidental Word Acquisition" (Susanne Rott); and "Linking Form and Meaning in Reading: An Example of Action Research" (Catherine C. Fraser). (Papers contain references.) (Sm).

This book constitutes the refereed proceedings of the 11th International Conference of the CLEF Association, CLEF 2020, held in Thessaloniki, Greece, in September 2020.* The conference has a clear focus on experimental information retrieval with special attention to the challenges of multimodality, multilinguality, and interactive search ranging from unstructured to semi structures and structured data. The 5 full papers and 2 short papers presented in this volume were carefully reviewed and selected from 9 submissions. This year, the contributions addressed the following challenges: a large-scale evaluation of translation effects in academic search, advancement of assessor-driven aggregation methods for efficient relevance assessments, and development of a new test dataset. In addition to this, the volume presents 7 "best of the labs" papers which were reviewed as full paper submissions with the same review criteria. The 12 lab overview papers were accepted out of 15 submissions and represent scientific challenges based on new data sets and real world problems in multimodal and multilingual information access.* The conference was held virtually due to the COVID-19 pandemic.

This book is the first longitudinal study that addresses language policy and planning in the context of a

major international sporting event and examines the ideological, political, social, cultural, and economic effects of such context-specific policy initiatives on contemporary China. The book has important reference value for future research on language management at the supranational level and language services for linguistically complex events. At the same time, it presents some broader implications for current and future language policy makers, language educators and learners, particularly from non-English speaking backgrounds. Foreword by Ingrid Piller

Educating for Advanced Foreign Language Capacities

The Learner-Centred Curriculum

Psycholinguistic and Sociolinguistic Perspectives on Second Language Learning and Teaching

A Comprehensive Guide

Research in Applied Linguistics

Multiple Perspectives

A Comprehensive Overview of Key Terms in First and Second Language Acquisition

This text goes back to basics by investigating fundamental assumptions about the way English should be defined and taught as a foreign language. It looks at different attitudes to English teaching, and critically examines proposals for course content.

The book is the first complete discussion of the genre of online encyclopedias. The first part of the book, preceded by a theoretical introduction into the concept of webgenres, gives a detailed overview of the types of encyclopedic websites,

presenting the characteristics of their content, form and functionality. The second part of the publication concerns Wikipedia -- the most popular online encyclopedia. The presentation of the structure of the portal is followed by an in-depth discussion of Wikipedia discourse features, describing the most conspicuous properties of the stylistic layer of this encyclopedia. The value of the book is additionally enhanced by many illustrations reproducing the analyzed websites.

This Handbook is a comprehensive overview of English language education in Bangladesh. Presenting descriptive, theoretical, and empirical chapters as well as case studies, this Handbook, on the one hand, provides a comprehensive view of the English language teaching and learning scenario in Bangladesh, and on the other hand comes up with suggestions for possible decolonisation and de-
elitisation of English in Bangladesh. The Handbook explores a wide range of diverse endogenous and exogenous topics, all related to English language teaching and learning in Bangladesh, and acquaints readers with different perspectives, operating from the macro to the micro levels. The theoretical frameworks used are drawn from applied linguistics, education, sociology, political science, critical geography, cultural studies, psychology, and economics. The chapters examine how much generalisability the theories have for the

context of Bangladesh and how the empirical data can be interpreted through different theoretical lenses. There are six sections in the Handbook covering different dynamics of English language education practices in Bangladesh, from history, policy and practice to assessment, pedagogy and identity. It is an invaluable reference source for students, researchers, and policy makers interested in English language, ELT, TESOL, and applied linguistics. Newly updated and revised, this popular text provides a solid introduction to the foundations of research methods, with the goal of enabling students and professionals in the field of applied linguistics to become not just casual consumers of research who passively read bits and pieces of a research article, but discerning consumers able to effectively use published research for practical purposes in educational settings. All issues important for understanding and using published research for these purposes are covered. Key principles are illustrated with research studies published in refereed journals across a wide spectrum of applied linguistics. Exercises throughout the text encourage readers to engage interactively with what they are reading at the point when the information is fresh in their minds. Changes in the second edition: new examples in chapter two reflecting formatting changes made by ERIC major reordering in chapter four to better represent the sample types reorganization of chapters six

and seven to enhance cohesion of the themes being discussed updated references and recommended reading lists in all chapters.

Discourse and Digital Practices

Language Policy and Planning for the Modern Olympic Games

Methodology and Design

Symbiotic Microbiomes of Coral Reefs Sponges and Corals

Case Study Research in Applied Linguistics

The Case of Wikipedia

The Literature Review

Case studies of individual language learners are a valuable means of illustrating issues connected with learning, using, and in some cases, losing another language. Yet, even though increasing numbers of graduate students and scholars conduct research using case studies or mix quantitative and qualitative methods, there are no dedicated applied linguistics research methods texts that guide one through the case study process. This book fills that gap. The volume provides an overview of case study methodology and examples of published case studies in applied linguistics, without attempting to be a comprehensive survey of the innumerable case studies that exist. The case studies presented here involve teachers and learners of English and various other languages in North America and other parts of the world. Advice is also given

about how to conduct and publish case studies. Case Study Research in Applied Linguistics is designed for students, both undergraduate and graduate, as well as other scholars seeking to understand case study methods and their applications in research on language learners and language users in a variety of contexts. Applied linguists working in other subfields will find the volume useful in their own research and in their supervision and evaluation of others' case studies.

Introduces teachers to research methods they can use to examine their own classrooms in order to become more effective teachers. The author emphasizes that what a teacher chooses to examine will dictate which method is most effective. Each chapter includes activities to help readers apply the methods described, often by analyzing research data.

Exploring Second Language Classroom Research is a comprehensive introductory manual for beginning and advanced researchers. Authored by two leading experts in the field, the text explores research traditions and processes. The text is illustrated with a variety of qualitative and quantitative data and includes tasks for reflection and application.

The volume provides a state-of-the-art overview of key issues in second language learning and teaching, adopting as a point of reference both psycholinguistic and sociolinguistic perspectives. The papers included in the collection, which have been contributed by leading specialists in the field from Poland and abroad, touch upon

important theoretical issues, report latest research findings and offer guidelines for classroom practice. The range of topics covered and the inclusion of concrete pedagogic proposals ensures that the book will be of interest to a wide audience, not only SLA specialists, but also methodologists, material designers, undergraduate and graduate students, and practitioners

Realizing Autonomy

Potential, Evaluation, Challenges

Post-Truth and Political Discourse

Research Methods in Language Learning

Resources in Education

Corpora in Language Teaching and Learning

Becoming a Discerning Consumer

Specifically targeted towards the needs of a second language research audience, *Second Language Research: Methodology and Design* addresses basic issues related to research design, providing step-by-step instructions for how to carry out studies. This up-to-date text includes chapters that cover identifying research problems and questions; selecting elicitation measures; dealing with ethical issues related to data gathering; validity and reliability in research; research in second and foreign language classroom contexts; data description and coding; and data analysis. Also included is a chapter on the much needed and rarely addressed topic of writing up SLA research, giving concrete suggestions about preparing for publication. Principles of both qualitative and quantitative research are discussed in the context

of design issues. Throughout the book, examples from applied linguistics, second language acquisition, and TESOL are provided. Helpful discussion and data-based skill-building exercises at the end of each chapter promote better understanding of the principles discussed. A glossary outlines the key terms in second language research. *Second Language Research: Methodology and Design* is an ideal textbook for introductory and advanced classes in second language research methods, as well as classes in related areas, for example, TESOL research methods.

Realizing Autonomy: Practice and Reflection in Language Education Contexts presents critical practitioner research into innovative approaches to language learner autonomy. Writing about experiences in a range of widely differing contexts, the authors offer fresh insights and perspectives on the challenges and contradictions of learner autonomy.

This book focuses on the symbiotic microbiomes of invertebrates in coral reefs, especially sponges and corals. It provides in-depth and up-to-date reviews on the microbial structure and diversity, metabolism and function, symbiosis and coevolution, environment and adaptation, and bioactive potentials. Meanwhile, the future perspectives will be discussed according to the existing problems and the development trend. This book will be of particular interest to the professionals in marine ecology, marine biotechnology, as well as medicinal chemists and molecular biologists.

This carefully crafted collection provides a snapshot of the evolution of David Nunan's theoretical and empirical contributions to the field of second language education over the last 40 years. The volume focuses on the development of his work on second language curricula, and in particular, the work for which he is best known: learner-centered education and task-

based learning and teaching. David Nunan has been a language teacher, researcher and consultant for 40 years. He has lived and worked in many countries, principally in the Asia-Pacific region, but also in the Americas, Europe and the Middle-East. In addition to his research and scholarly work, he is the author of several major textbook series for the teaching and learning of English as a foreign Language. These texts are based on his task-based language teaching approach, and are widely used in schools, school systems and universities around the world.

The Case of China

The Language of Teaching and Learning

A Study in Second Language Teaching

Discourse in Content and Language Integrated Learning (CLIL) Classrooms

The Routledge Handbook of English Language Education in Bangladesh

Studies in Honor of Waldemar Marton

A Dictionary of Language Acquisition: A Comprehensive Overview of Key Terms in First and Second Language Acquisition

An introduction to research methods intended to help readers understand and evaluate research in language learning, this book presents a balanced, accessible view of a range of methods including: " formal experiments" introspective methods (including diaries, logs, journals, and stimulated recall" interaction and transcript analysis" case studiesIt emphasises the value to language teachers of reading published research, as well as initiating their own research. After completing the tasks and exercises in each

chapter, readers should acquire sufficient skills and knowledge to formulate research questions, collect relevant data, analyse and interpret it, and report the results to others.

War and Revolution identifies and takes to task a reactionary trend among contemporary historians, one that's grown increasingly apparent in recent years. It's a revisionist tendency discernible in the work of authors such as Ernst Nolte, who traces the impetus behind the Holocaust to the excesses of the Russian Revolution; or François Furet, who links the Stalinist purges to an "illness" originating with the French Revolution. The intention of these revisionists is to eradicate the revolutionary tradition. Their true motives have little to do with the quest for a greater understanding of the past, but lie in the climate of the present day and the ideological needs of the political classes, as is most clearly seen now in the work of the Anglophone imperial revivalists Paul Johnson and Niall Ferguson. In this vigorous riposte to those who would denigrate the history of emancipatory struggle, Losurdo captivates the reader with a tour de force account of modern revolt, providing a new perspective on the English, American, French and twentieth-century revolutions.

This book provides a comprehensive overview of pedagogical grammar research and explores its implications for the teaching of grammar in second language classrooms. Drawing on several research domains (e.g., corpus linguistics, task-based language teaching) and a number of theoretical orientations (e.g., cognitive, sociocultural), the

book proposes a framework for pedagogical grammar which brings together three major areas of inquiry: (1) descriptions of grammar in use, (2) descriptions of grammar acquisition processes, and (3) investigations of the relative effectiveness of different approaches to L2 grammar instruction. The book balances research and theory with practical discussions of the decisions that teachers must make on a daily basis, offering guidance in such areas as materials development, data-driven learning, task design, and classroom assessment.

When Courtney Cazden wrote *Classroom Discourse*, she provided such a cogent picture of what the research tells us about classroom language that the book quickly became a classic and shaped an entire field of study. Although other books since have addressed classroom language, none has matched Cazden's scope and vision. Now, thirteen years later, we've witnessed such significant changes in social and intellectual life that the subject of classroom discourse is more important than ever. So Cazden has revisited her classic text and integrated current perspectives and research. New features include: a new rationale for the importance of student-teacher talk: the importance of oral as well as written communication skills in today's occupations and current conceptions of knowledge and the way it is acquired rich new examples of talk in K-12 classrooms - math as well as language arts - with transcriptions and analyses new findings from teacher researchers as well as university researchers new emphasis on achieving greater equity in what students learn new material on the kind of

interactions computers offer new section on learning new forms of discourse as a significant educational goal for all students. Readers will emerge from the book with a better understanding of the significance of quality teacher-student talk and some of the most important research and researchers.

Computers and Games for Mental Health and Well-Being

The Selected Works of David Nunan

Pedagogical Grammar

Rethinking the Twentieth Century

Micro and Macro Perspectives

Defining Issues in English Language Teaching

Exploring Second Language Classroom Research

This book looks at the curriculum from a teacher's perspective and reports on what instructors focus on in planning, implementing, and evaluating language courses.

How does a person learn a second language? In this provocative book, Marysia Johnson proposes a new model of second language acquisition (SLA)—a model that shifts the focus from language competence (the ability to pass a language exam) to language performance (using language competently in real-life contexts). Johnson argues that current SLA theory and research is heavily biased in the direction of the cognitive and experimental scientific tradition. She shows that most models of SLA are linear in nature and subscribe to the conduit metaphor of knowledge transfer: the speaker encodes a message, the hearer decodes the sent message. Such models establish a strict demarcation between learners' mental and social

processes. Yet the origin of second language acquisition is located not exclusively in the learner's mind but also in a dialogical interaction conducted in a variety of sociocultural and institutional settings, says the author. Drawing on Vygotsky's sociocultural theory and Bakhtin's literary theory, she constructs an alternative framework for second language theory, research, teaching, and testing. This approach directs attention toward the investigation of dynamic and dialectical relationships between the interpersonal (social) plane and the intrapersonal (individual) plane. Johnson's model shifts the focus of SLA away from a narrow emphasis on language competence toward a broader view that encompasses the interaction between language competence and performance. Original and controversial, *A Philosophy of Second Language Acquisition* offers:

- an introduction to Vygotsky's sociocultural theory and Bakhtin's literary theory, both of which support an alternative framework for second language acquisition;
- an examination of the existing cognitive bias in SLA theory and research;
- a radically new model of second language acquisition.

Discourse and Digital Practices shows how tools from discourse analysis can be used to help us understand new communication practices associated with digital media, from video gaming and social networking to apps and photo sharing. This cutting-edge book: draws together fourteen eminent scholars in the field including James Paul Gee, David Barton, Ilana Snyder, Phil Benson, Victoria Carrington, Guy Merchant, Camilla Vasquez, Neil Selwyn and Rodney Jones answers the central question: "How does discourse analysis enable us to understand digital practices?" addresses a different type of digital media in each chapter demonstrates how digital practices and the associated new technologies challenge discourse analysts to adapt traditional analytic tools and formulate new theories and methodologies examines digital

practices from a wide variety of approaches including textual analysis, conversation analysis, interactional sociolinguistics, multimodal discourse analysis, object ethnography, geosemiotics, and critical discourse analysis. Discourse and Digital Practices will be of interest to advanced students studying courses on digital literacies or language and digital practices.

The label CLIL stands for classrooms where a foreign language (English) is used as a medium of instruction in content subjects. This book provides a first in-depth analysis of the kind of communicative abilities which are embodied in such CLIL classrooms. It examines teacher and student talk at secondary school level from different discourse-analytic angles, taking into account the interpersonal pragmatics of classroom discourse and how school subjects are talked into being during lessons. The analysis shows how CLIL classroom interaction is strongly shaped by its institutional context, which in turn conditions the ways in which students experience, use and learn the target language. The research presented here suggests that CLIL programmes require more explicit language learning goals in order to fully exploit their potential for furthering the learners' appropriation of a foreign language as a medium of learning.

Genre Analysis of Online Encyclopedias

Aquaculture, Resource Use, and the Environment

The Intentional Dynamics of TESOL

Second Language Research

Innovation in Language Learning and Teaching

An Introduction

Recent years have seen important developments in the computer and game industry,

including the emergence of the concept of serious games. It is hypothesized that tools such as games, virtual reality, or applications for smartphones may foster learning, enhance motivation, promote behavioral change, support psychotherapy, favor empowerment, and improve some cognitive functions. Computers and games may create supports for training or help people with cognitive, emotional, or behavioral change. Games take various formats, from board games to informatics to games with interactive rules of play. Similarly, computer tools may vary widely in format, from self-help or assisted computerized training to virtual reality or applications for smartphones. Some tools that may be helpful for mental health were specifically designed for that goal, whereas others were not. Gamification of computer-related products and games with a numeric format tend to reduce the gap between games and computers tools and increase the conceptual synergy in such fields. Games and computer design share an opportunity for creativity and innovation to help create, specifically design, and assess preventive or therapeutic tools. Computers and games share a design conception that allows innovative approaches to overcome barriers of the real world by creating their own rules. Yet, despite the potential interest in such tools to improve treatment of mental disorders and to help prevent them, the field remains understudied and information is under-disseminated in clinical practice. Some studies have shown, however, that there is potential interest and acceptability of tools that support various vehicles, rationales, objectives, and formats. These tools include traditional games

(e.g., chess games), popular electronic games, board games, computer-based interventions specifically designed for psychotherapy or cognitive training, virtual reality, apps for smartphones, and so forth. Computers and games may offer a true opportunity to develop, assess, and disseminate new prevention and treatment tools for mental health and well-being. Currently, there is a strong need for state-of-the-art information to answer questions such as the following: Why develop such tools for mental health and well-being? What are the potential additions to traditional treatments? What are the best strategies or formats to improve the possible impact of these tools? Are such tools useful as a first treatment step? What is the potential of a hybrid model of care that combines traditional approaches with games and/or computers as tools? What games and applications have already been designed and studied? What is the evidence from previous studies? How can such tools be successfully designed for mental health and well-being? What is rewarding or attractive for patients in using such treatments? What are the worldwide developments in the field? Are some protocols under development? What are the barriers and challenges related to such developments? How can these tools be assessed, and how can the way that they work, and for whom, be measured? Are the potential benefits of such products specific, or can these additions be attributed to nonspecific factors? What are the users' views on such tools? What are the possible links between such tools and social networks? Is there a gap between evidence-based results and market development? Are there any quality challenges? What future

developments and studies are needed in the field?

A clear and practical introduction to second language acquisition, written for students encountering the topic for the first time.

In this book a comprehensive coverage of major retailing topics and contemporary issues in retailing and branding is given, including many cases and practical examples. Besides introducing the topic strategic planning in retailing and fundamentals in the fields of the marketing mix in retailing, this book builds on e-tailing and digitalization. Moreover, trends and developments in consumer behavior and consumers' purchase decisions, especially in the fast moving consumer goods market, are explained. Furthermore, this book builds on the major topic strategic brand management and branding decisions in general and in particular within the retail landscape.