

Discourse Ysis And English Language Teaching A

Some of these
windows were
opened by
historical
linguists who

Page 1/142

have acquired
discourse
perspectives,
some by
pragmaticians
with historical
interests, and
others by
literary
scholars drawing
from linguistic
pragmatics." --BO
OK JACKET.

This book

Page 2/142

constitutes the
proceedings of
the 20th
International
Conference on
Speech and
Computer, SPECOM
2018, held in
Leipzig,
Germany, in
September 2018.
The 79 papers
presented in
this volume were

Page 3/142

carefully
reviewed and
selected from
132 submissions.
The papers
present current
research in the
area of computer
speech
processing,
including
recognition,
synthesis,
understanding

Page 4/142

and related
domains like
signal
processing,
language and
text processing,
computational
paralinguistics,
multi-modal
speech
processing or
human-computer
interaction.

The volume

Page 5/142

contains most
updated
theoretical and
empirical
research on
foreign or
second language
processes
analyzed from
the perspective
of cognition and
affect. It
consists of
articles devoted

Page 6/142

to various
issued related
to such broad
topics as
gender,
literacy,
translation or
culture, to
mention a few.
The collection
of papers offers
a constructive
and inspiring
insight into a

Page 7/142

fuller
understanding of
the
interconnection
of the language-
cognition-affect
trichotomy.

This edited
volume offers a
comprehensive
reference point
to an interdisci-
plinary and
trans-boundary

Page 8/142

analysis of the sustainability of Asian tertiary education systems. The four sections of the volume—Collaborations, Transformations, Global-Local Tensions, and Future Developments—reflect the

Page 9/142

current
conditions,
ongoing changes,
and new
directions of
the
universities'
transformative
contribution to
the 2030 UN
Agenda and its
Sustainable
Development
Goals (SDGs).

Page 10/142

The chapters in
this volume draw
on inquiries and
experiences from
12 research
projects
conducted in
Asia, featuring
cases from South
Korea,
Kazakhstan,
Russia, and
China, and
include regions

Page 11/142

such as the Hong Kong Special Administrative Region of China, Ural-Siberian, and the Far Eastern regions of Russia. The collection of the studies presented in this volume offers a general framework for

Page 12/142

sustainable
tertiary
education that,
with some
adaptations,
could be applied
to other
tertiary
education
systems in the
world. The
present volume,
Sustainable
Tertiary

Page 13/142

Education in
Asia: Policies,
Practices, and
Developments,
contributes to
the research
arena of Higher
Education
Sustainability
by fostering a
cross-cultural
dialog among
sustainability
stakeholders of

Page 14/142

tertiary
education in
Asia and beyond.
From the
Laboratory to
the Classroom
Encyclopedia of
Postcolonial
Studies
International
Handbook of
Mathematical
Learning
Difficulties

Page 15/142

Policies,
Practices, and
Developments
The Routledge
Handbook of
English Language
Teaching
Stochastically-
Based Semantic
Analysis
Written in a clear
style and including a
comprehensive

Page 16/142

discourse-ysis-and-english-language-teaching-a

glossary, "The Language of New Labour" should appeal to anyone interested in language or politics.

This book is designed for the medievalist interested in contemporary criticism but cautious about its limits. The

Page 17/142

volume's essays are not designed to offer rereadings of familiar texts, but to address the problems of articulating tradition and contemporary theory. Each contributor interprets critical methods as consciously chosen and spoken

Page 18/142

"languages," and explores the consequences of combining a traditional and a contemporary method, and hence, speaking two languages. Each essay includes a critical bibliographical note pointing to further

Page 19/142

reading in the
languages it employs.
This comprehensive
volume provides
teachers, researchers
and education
professionals with
cutting edge
knowledge developed
in the last decades by
the educational,
behavioural and

Page 20/142

neurosciences,
integrating cognitive,
developmental and
socioeconomic
approaches to deal
with the problems
children face in
learning mathematics.
The neurocognitive
mechanisms and the
cognitive processes
underlying

Page 21/142

acquisition of arithmetic abilities and their significance for education have been the subject of intense research in the last few decades, but the most part of this research has been conducted in non-applied settings and there ' s still a deep

Page 22/142

discrepancy between the level of scientific knowledge and its implementation into actual educational settings. Now it ' s time to bring the results from the laboratory to the classroom. Apart from bringing the theoretical

Page 23/142

discussions to
educational settings,
the volume presents a
wide range of
methods for early
detection of children
with risks in
mathematics learning
and strategies to
develop effective
interventions based
on innovative

Page 24/142

cognitive test
instruments. It also
provides insights to
translate research
knowledge into
public policies in
order to address
socioeconomic
issues. And it does so
from an international
perspective,
dedicating a whole

Page 25/142

section to the cultural
diversity of
mathematics learning
difficulties in different
parts of the world. All
of this makes the
International
Handbook of
Mathematical
Learning Difficulties
an essential tool for
those involved in the

Page 26/142

daily struggle to prepare the future generations to succeed in the global knowledge society. This book examines the resources that speakers employ when building conversations. These resources contribute to overall coherence

Page 27/142

and cohesion, which speakers create and maintain interactively as they build on each other's contributions. The study is cross-linguistic, drawing on parallel corpora of task-oriented dialogues between dyads of native speakers of English

Page 28/142

and Spanish. The framework of the investigation is the analysis of speech genres and their staging; the analysis shows that each stage in the dialogues exhibits different thematic, rhetorical, and cohesive relations. The main

Page 29/142

contributions of the book are: a corpus-based characterization of a spoken genre (task-oriented dialogue); the compilation of a body of analysis tools for generic analysis; application of English-based analyses to Spanish and

Page 30/142

comparison between
the two languages;
and a study of the
characteristics of each
generic stage in task-
oriented dialogue.

U. S. Government
Research and
Development
Reports

Machine Translation
and Translation

Page 31/142

Theory
20th International
Conference,
SPECOM 2018,
Leipzig, Germany,
September 18 – 22,
2018, Proceedings
Academic English
Shaped by Non-
native Speakers
Disinventing and
Reconstituting

Page 32/142

Languages
Textual Intervention
This classic
volume, by a
well-known
linguist,
constitutes a
systematic
introduction to
sociolinguistics,
unmatched in the
clarity and

Page 33/142

forcefulness of
its approach, and
to the study of
language in its
social setting.
Re-thinking the
idea of scholarly
life regarding
teacher
education means
to critically
examine the

Page 34/142

specifics of
classroom
teaching,
respectively
pedagogical
challenges.
School does not
exist simply to
convey
information or
expertise. It is a
society in which

Page 35/142

everyone is
responsible for
in a reflected
way participating
in diverse
relationships to
him-/herself, to
others and to the
world, and,
based on diverse
forms of
knowledge and

Page 36/142

representation,
actively forming
them. Education
in the classroom
consists also of
giving the
students an idea
of that. Hereby,
tacit forms of
knowledge and
educational
practices play an

Page 37/142

important role. In the concept of 'performative play' teacher education is seen as a linking up of theories in Educational and other Human Sciences with the everyday practice of

Page 38/142

teachers. It will be shown that the performative paradigm opens up the possibility to overcome the concentration of a science-oriented education in school on rational,

Page 39/142

linguistically
symbolized
knowledge and
metrical
explanatory
models. By this,
a model of a
science- as well
as practice-
oriented teacher
education will be
unfolded that is

Page 40/142

supposed to be
open to diverse
cultural modes of
learning. Anja
Kraus, PhD,
studied
Educational
Sciences,
Philosophy and
Arts Education in
Berlin. From
2004 to 2013

Page 41/142

she was Junior
Professor for
Educational
Sciences at the
Ludwigsburg Uni
versity/Germany
. Now, she is
Associate
Professor for
Educational
Sciences at the
Linn é -

Page 42/142

University
V ä x j ö /Sweden.
Main research:
pedagogical
learning
theories,
physicalness in
schools,
integration of
artistic positions
into didactical
concepts and

Page 43/142

into empirical
teaching
research,
heterogeneity in
schools and
anthropological
issues. Dr. phil.
Anja Kraus, phil.
mag., Studium Er
ziehungswissens
chaft,
Philosophie und

Page 44/142

Lehramt Kunst in
Berlin.

2004-2013

Juniorprofessorin
für Erziehungswissenschaft an
der

Pädagogischen
Hochschule

Ludwigsburg,

seit 2013 Ass.

Prof. für Bildung

Page 45/142

swissenschaft an
der Linn é univer
sit ä t

V ä x j ö /Sweden.

Forschungsschw
erpunkte:

P ä dagogische

Lerntheorien,

K ö rperlichkeit

in der Schule,

Integration von

k ü nstlerischen

Page 46/142

Positionen in
didaktische
Konzepte und in
die empirische U
nterrichtsforschu
ng,
Heterogenit ä t in
der Schule,
anthropologische
Fragen
The purpose of
this book is to

Page 47/142

showcase a
diverse set of
directions in
empirical
research on
mediated
discourse,
reflecting on the
state-of-the-art
and the
increasing
intersection

Page 48/142

between Corpus-
based
Interpreting
Studies (CBIS)
and Corpus-
based
Translation
Studies (CBTS).
Undeniably, data
from the
European
Parliament (EP)

Page 49/142

offer a great opportunity for such research. Not only does the institution provide a sizeable sample of oral debates held at the EP together with their simultaneous

Page 50/142

interpretations
into all languages
of the European
Union. It also
makes available
written verbatim
reports of the
original
speeches, which
used to be
translated. From
a methodological

Page 51/142

perspective, EP materials thus guarantee a great degree of homogeneity, which is particularly valuable in corpus studies, where data comparability is frequently a

Page 52/142

challenge. In this volume, progress is visible in both CBIS and CBTS. In interpreting, it manifests itself notably in the availability of comprehensive transcription, annotation and alignment

Page 53/142

systems. In translation, datasets are becoming substantially richer in metadata, which allow for increasingly refined multi-factorial analysis. At the

Page 54/142

crossroads
between the two
fields, intermodal
investigations
bring to the fore
what these
mediation modes
have in common
and how they
differ. The
volume is thus
aimed in

Page 55/142

particular at
Interpreting and
Translation
scholars looking
for new
descriptive
insights and
methodological
approaches in
the investigation
of mediated
discourse, but it

Page 56/142

may be also of
interest for
(corpus)
linguists
analysing
parliamentary
discourse in
general.

The Routledge
Handbook of
English
Language

Page 57/142

Teaching is the
definitive
reference
volume for
postgraduate and
advanced
undergraduate
students of
Applied
Linguistics,
ELT/TESOL, and
Language

Page 58/142

Teacher
Education, and
for ELT
professionals
engaged in in-
service teacher
development
and/or
undertaking
academic study.
Progressing from
' broader '

Page 59/142

contextual issues
to a ' narrower ' focus on
classrooms and
classroom
discourse, the
volume ' s inter-
related themes
focus on: ELT in
the world:
contexts and
goals planning

Page 60/142

and organising
ELT: curriculum,
resources and
settings methods
and
methodology:
perspectives and
practices second
language
learning and
learners teaching
language:

Page 61/142

knowledge, skills
and pedagogy
understanding
the language
classroom. The
Handbook ' s 39
chapters are
written by
leading figures in
ELT from around
the world.
Mindful of the

Page 62/142

diverse
pedagogical,
institutional and
social contexts
for ELT, they
convincingly
present the key
issues, areas of
debate and
dispute, and
likely future
developments in

Page 63/142

ELT from an
applied
linguistics
perspective.

Throughout the
volume, readers
are encouraged
to develop their
own thinking and
practice in
contextually
appropriate

Page 64/142

ways, assisted
by discussion
questions and
suggestions for
further reading
that accompany
every chapter.
Advisory board:
Guy Cook, Diane
Larsen-Freeman,
Amy Tsui, and
Steve Walsh

Page 65/142

Sociolinguistic
Patterns
Lexical Change
in Present-day
English
A Sociolinguistic
Perspective
Mediated
discourse at the
European
Parliament:
Empirical

Page 66/142

investigations
Perspectives on
Performativity
Pedagogical
Knowledge in
Teacher
Education

Semantic Prosody is the
first full-length
treatment of semantic
prosody, a concept akin
to connotation but
which connects crucially

Page 67/142

with typical lexical environment. For example, it has been claimed that the adverb 'utterly' is characterised by an unfavourable semantic prosody on account of its habitual co-occurrence with words denoting unfavourable states of affairs such as 'ridiculous', 'disgraceful' and 'miserable'.

Page 68/142

Primarily for this reason, semantic prosody has emerged almost exclusively within the field of corpus linguistics. However, the overall picture is complex, and this book offers a much-needed review of how semantic prosody has been described and approached in contributions on the

Page 69/142

subject, as well as a critical analysis of those contributions and a number of case studies. It discusses the relevance of the theory of priming in this area, and whether semantic prosody has cogency as a theoretical concept. Lastly, it points the way for future research. Since work on semantic prosody so far has been

occasional, brief, and distributed across a range of monographs, articles and conference papers, this book, which does not assume previous knowledge of the subject, will constitute a fundamental work of reference for scholars, teachers and students alike. At the same time, *Semantic Prosody* goes

Page 71/142

beyond the central topic of the work, with wide-reaching implications for both corpus linguistics and linguistics overall. In this sense the concept of semantic prosody is used as a springboard for investigations into issues of vital importance for corpus studies such as the structuring and presentation of text in a

Page 72/142

corpus, the varying methodologies adopted by analysts to approach and interpret corpus data, as well as broader issues such as the role of intuition, introspection and elicitation in empirical language studies.

This volume examines the relationship between young children's degrees of bilingualism and

Page 73/142

features of the verbal input which these children receive from their parents. In particular, it seeks to explore the following question: to what extent are families who follow the 'one parent-one language' principle and whose children become active bilinguals this way, different from families who take the

Page 74/142

same approach but whose children never develop an active command of the minority language? Case studies of six first-born children growing up with German and English were done during the children's third year of life. The input the children received was examined for parents' consistency

Page 75/142

of language choice,
parents' insistence that
the children use the
appropriate language,
parents' sensitivity
towards the children's
interactional and
attentional needs, and
parents' orientation
towards the teaching of
formal aspects of the
linguistic system. The
findings support the
notion that raising one's

Page 76/142

children bilingually according to the 'one parent-one language' principle involves great efforts on the side of the minority language-speaking parent.

Importantly, they indicate that these efforts must be invested in the child's education turn-by-turn.

Making pragmatics accessible to a wide

Page 77/142

range of students and
instructors without
dumbing down the
content of the field, this
text for language
professionals: raises
awareness and increases
knowledge and
understanding of how
human beings use
language in real
situations to engage in
social action fosters the
ability to think critically

Page 78/142

about language data and use helps readers develop the ability to "do pragmatics" The book features careful explanations of topics and concepts that are often difficult for uninitiated readers, a wealth of examples, mostly of natural speech from collected data sources, and attention to the needs of readers

Page 79/142

who are non-native speakers of English, with non-Western perspectives offered when possible.

Suggested Readings, Tasks, Discussion Questions, and Data Analysis sections involve readers in extending and applying what they are reading. The exercises push readers to recall and synthesize the

Page 80/142

content, elicit relevant personal experiences and other sources of information, and engage in changing their own interactional strategies.

The activities go beyond a predictable framework to invite readers to carry out real life observations and experiment to make doing pragmatics a nonjudgmental everyday practice.

Page 81/142

This book explores how language is used to create characters in fictional television series. To do so, it draws on multiple case studies from the United States and Australia. Brought together in this book for the first time, these case studies constitute more than the sum of their parts. They highlight different aspects of

Page 82/142

televisual
characterisation and
showcase the use of
different data, methods,
and approaches in its
analysis. Uniquely, the
book takes a mixed-
method approach and
will thus not only appeal
to corpus linguists but
also researchers in
sociolinguistics, stylistics,
and pragmatics. All
corpus linguistic

Page 83/142

techniques are clearly introduced and explained, and the book is thus accessible to both experienced researchers as well as novice researchers and students. It will be essential reading in linguistics, literature, stylistics, and media/television studies. A corpus-informed approach to the

Page 84/142

construction of social
identity in the media
MLA International
Bibliography of Books
and Articles on the
Modern Languages and
Literatures
The Routledge
Handbook of Research
Methods in the Study of
Religion
A Critical Evaluation
One Parent One
Language

Page 85/142

Language and
Characterisation in
Television Series
Synthesising diverse
research avenues for
politics, discourse,
and political
discourse, this
cutting-edge
Handbook examines
the formative
traditions, current

Page 86/142

theoretical and
methodological
landscape, and
genres and domains
over which political
discourse extends.
The book "Studies in
Modern English"
interprets English-
language
communication in
the humanitarian

Page 87/142

paradigm of
knowledge within
the linguistic and
psycho-sociocultural
study of speech
activity prioritizing
cognitive and
communicative
paradigms. Digital
discourse as the
formation of new
semiotic phenomena

Page 88/142

has crowned the
rapid scientific and
technological
progress.
Researchers'
scientific
achievements
represented in the
book are systemic
and valid in terms of
evidence-based
narratives, which

Page 89/142

reflect the
transformational
horizon of
information theory,
communication
theory, and theory of
linguodidactics in
modern English
verbal, creative and
digital environments.
The book represents
an integrated

Page 90/142

approach to the study of modern English as an open synergetic system, which requires a description of the relationship between verbal and nonverbal notions in digital space. The book integrates such innovative

Page 91/142

perspectives as the
interaction of natural
English and
programming
languages, cyber
aggression as a
communicative
pattern in English-
language digital
discourse, ethics,
and democratization
of modern English

Page 92/142

language, relevant developments in the field of English language as a Foreign Language, and other related issues. A complex focus of the book in the realm of modern English-language communication concerns verbal and

Page 93/142

nonverbal notions
analyzed in the
context of socio-
cultural and digital
communicative
spaces.

This is the first
comprehensive
survey in English of
research methods in
the field of religious
studies. It is

Page 94/142

designed to enable non-specialists and students at upper undergraduate and graduate levels to understand the variety of research methods used in the field. The aim is to create awareness of the relevant methods currently available

Page 95/142

and to stimulate an active interest in exploring unfamiliar methods, encouraging their use in research and enabling students and scholars to evaluate academic work with reference to methodological issues. A

Page 96/142

distinguished team
of contributors cover
a broad spectrum of
topics, from research
ethics, hermeneutics
and interviewing, to
Internet research and
video-analysis. Each
chapter covers
practical issues and
challenges, the
theoretical basis of

Page 97/142

the respective method, and the way it has been used in religious studies, illustrated by case studies.

Stochastically-Based Semantic Analysis investigates the problem of automatic natural language

Page 98/142

understanding in a spoken language dialog system. The focus is on the design of a stochastic parser and its evaluation with respect to a conventional rule-based method.

Stochastically-Based Semantic Analysis

Page 99/142

will be of most interest to researchers in artificial intelligence, especially those in natural language processing, computational linguistics, and speech recognition. It will also appeal to

Page 100/142

practicing engineers
who work in the area
of interactive speech
systems.

Discourse on the
Move

Opening Windows
on Texts and

Discourses of the
Past

Using Corpus

Analysis to Describe

Page 101/142

Discourse Structure
Adult Vocational
ESL
Policy Development
in TESOL and
Multilingualism
Legitimising
Governance

This book explores the
emerging area of
English as a Lingua
Franca (ELF) in

Page 102/142

academic settings. The emergence and recognition of English used as a Lingua Franca (ELF) offers new opportunities for investigating language change and language contact. This volume explores the use of English in an academic context and between speakers

Page 103/142

from a range of language backgrounds, and is the only book to date to present spoken academic English from a non-native speaker perspective. Data examined from the one-million-word English as a Lingua Franca in Academic Settings (ELFA)

Page 104/142

corpus provides an in-depth account of how speakers use and shape the language through dialogue in intellectually and verbally demanding situations. Available separately as a hardback.

Discourse on the Move is the first book-length exploration of

Page 105/142

how corpus-based methods can be used for discourse analysis, applied to the description of discourse organization. The primary goal is to bring these two analytical perspectives together: undertaking a detailed discourse analysis of each

Page 106/142

individual text, but doing so in terms that can be generalized across all texts of a corpus. The book explores two major approaches to this task: 'top-down' and 'bottom-up'. In the 'top-down' approach, the functional components of a genre are determined first, and

Page 107/142

then all texts in a corpus are analyzed in terms of those components. In contrast, textual components emerge from the corpus analysis in the bottom-up approach, and the discourse organization of individual texts is then analyzed in terms of linguistically-

defined textual categories. Both approaches are illustrated through case studies of discourse structure in particular genres: fundraising letters, biology/biochemistry research articles, and university classroom teaching.

First published in
Page 109/142

1994. Routledge is an imprint of Taylor & Francis, an informa company.

This open access book examines Malaysian politics using a linguistic perspective.

It explores how language serves to (de)legitimise governance, and its subsequent policies

Page 110/142

and activities in
Malaysia. Grounded
in discourse studies,
this edited volume
presents research on
the discourses
produced by and on
Barisan Nasional,
Pakatan Harapan and
Perikatan Nasional
from 2008 to 2020,
studying how political
actors (de)legitimise

Page 111/142

their governance through discursive means. The thirteen original chapters select spoken, print and digital texts in English, Malay, Mandarin and Tamil, and deploy varied theoretical and methodological approaches. Their linguistic analysis

Page 112/142

unearths the language features and strategies that facilitate (de)legitimation. It shows how political actors shape the discursive representation and evaluation of multiple concerns in Malaysia. Consequently,

Discursive
Approaches to Politics

Page 113/142

in Malaysia:
Legitimising
Governance improves
our understanding of
contemporary
Malaysian political
discourse. It is of
interest to graduates
and researchers in the
field of discourse
studies, seeking to
understand the
discursive contours of

Page 114/142

politics in this
developing Asian
country.

Sustainable Tertiary
Education in Asia
New Labour, New
Language?

Building Coherence
and Cohesion

Essays in Applied
Ecolinguistics

Automatic Ambiguity
Resolution in Natural

Page 115/142

Language Processing
Exploring ELF
The collapse of
empires has resulted
in a remarkable
flourishing of
indigenous cultures in
former colonies. The
end of the colonial era
has also witnessed a
renaissance of
creativity in the
postcolonial world as

Page 116/142

modern writers embrace their heritage. The experience of postcoloniality has also drawn the attention of academics from various disciplines and has given rise to a growing body of scholarship. This reference work

Page 117/142

overviews the present state of postcolonial studies and offers a refreshingly polyphonic treatment of the effects of globalization on literary studies in the 21st century. The volume includes more than 150 alphabetically arranged entries on

Page 118/142

postcolonial studies
around the world.
Entries on individual
authors provide brief
biographical details
but primarily examine
the author's handling
of postcolonial
themes. So too, entries
on theoreticians offer
background
information and
summarize the

Page 119/142

person's contributions
to critical thought.
Entries on national
literatures explore the
history of
postcoloniality and the
ways in which writers
have broadly engaged
their legacy, while
those on important
topics discuss the
theoretical origin and
current ramifications

Page 120/142

of key concepts in
postcolonial studies.
Cross-references and
cited works for further
reading are included,
while a
comprehensive
bibliography
concludes the volume.
Can language
diversity be sustained
on this Earth? Can the
resource language be

Page 121/142

used in a sustainable way? The essays in this volume address language loss in the age of globalization and discuss how language construes our view of Nature and Environment. The volume is also a plea for using an ecolinguistic perspective in school

Page 122/142

teaching.

Vols. for 1969-
include ACTFL
annual bibliography of
books and articles on
pedagogy in foreign
languages 1969-
This book questions
assumptions about the
nature of language.
Looking at diverse
contexts from sign
languages in

Page 123/142

Indonesia to literacy practices in Brazil, the authors argue that unless we change and reconstitute the ways in which languages are taught and conceptualized, language studies will not be able to improve the social welfare of language users.

Discursive

Page 124/142

Approaches to Politics
in Malaysia
Past, Present and the
Way Forward
Strategies in
Academic Discourse
Semantic Prosody
Sustaining Language
An interactional
approach
This is an exciting time
for Artificial
Intelligence, and for

Page 125/142

Natural Language
Processing in particular.
Over the last five years
or so, a newly revived
spirit has gained
prominence that
promises to revitalize
the whole field: the
spirit of empiricism.
This book introduces a
new approach to the
important NLP issue of
automatic ambiguity
resolution, based on

Page 126/142

statistical models of text. This approach is compared with previous work and proved to yield higher accuracy for natural language analysis. An effective implementation strategy is also described, which is directly useful for natural language analysis. The book is noteworthy for demonstrating a new

Page 127/142

empirical approach to NLP; it is essential reading for researchers in natural language processing or computational linguistics.

Representations of gender in learning materials convey an implicit message to students about attitudes towards culturally appropriate gender roles

Page 128/142

for women and men.
This collection takes a linguistic approach to exploring theories about gender representation within the sphere of education and textbooks, and their effects on readers and students within an international context. In the opening section, contributors discuss theories of

Page 129/142

representation and effect, challenging the conventional Althusserian model of interpellation, and acknowledging the challenges of applying Western feminist models within an international context. Following chapters provide detailed analyses focusing on a number of different

Page 130/142

countries: Australia, Japan, Brazil, Finland, Russia, Hong Kong, Nigeria, Germany, Qatar, Tanzania, and Poland. Through linguistic analysis of vocabulary associated with women and men, content analysis of what women and men say in textbooks, and discourse analysis of the types of linguistic moves

Page 131/142

associated with women and men, contributors evaluate the extent to which gendered representations in textbooks perpetuate stereotypical gender roles, what the impact may be on learners, and the ways that both teachers and learners interact and engage with these texts.

Papers selected from a

Page 132/142

conference on
evaluation in academic
discourse held June,
2003, at the Certosa di
Pontignano, Siena
The series serves to
propagate investigations
into language usage,
especially with respect
to computational
support. This includes
all forms of text
handling activity, not
only interlingual

Page 133/142

translations, but also conversions carried out in response to different communicative tasks. Among the major topics are problems of text transfer and the interplay between human and machine activities.

A Dictionary of the
English Language
Speech and Computer
Second Language

Page 134/142

Instruction/acquisition
Abstracts
Task-oriented Dialogue
in English and Spanish
Studies in Modern
English
Resources in Education
The book is of
interest to scholars
of multilingualism,
language teachers,
researchers, and
administrators who

Page 135/142

are developing
policies on teaching
English and
promoting
multilingualism.
Given its scope, this
edited collection
provides an
overview of how
multilingualism is
transforming the
practice of Teaching

Page 136/142

English to Speakers
of Other Languages
(TESOL) in diverse
contexts around the
world. It serves as a
platform for
discussions related
to policy enactment
where TESOL and
multilingualism are
viewed as
collaborative

Page 137/142

endeavours and approaches the topic from three different angles. The first section of the book provides critical examinations of previous initiatives and accomplishments in the area of language policy development

Page 138/142

and implementation.
The second section describes current projects and initiatives intended to expand and strengthen the field of TESOL while providing space for local and indigenous languages to develop. The third

Page 139/142

and last part of the book highlights policy development areas that need special consideration in order to develop a form of TESOL that builds on and contributes to multilingualism.

Language in
Cognition and Affect

Page 140/142

Handbook of
Political Discourse
Speaking Two
Languages
Pragmatics for
Language Educators
A Corpus-based
Study of the
Motivation,
Institutionalization,
and Productivity of
Creative Neologisms

Page 141/142

Traditional
Disciplines and
Contemporary
Theory in Medieval
Studies