

Discourse and Language  
Learning: A Relational Approach  
to Syllabus Design

Winifred Cromble

Oxford University Press

# Discourse And Language Learning A Relational Approach To Syllabus Design

**Camilla Rothe**



## **Discourse And Language Learning A Relational Approach To Syllabus Design:**

Discourse and Language Learning Winifred Crombie,1985      New Approaches to Materials Development for Language Learning Olwyn Alexander,2007 Containing a selection of papers from a conference held in Edinburgh in 2005 this book highlights current issues in the teaching of English for academic and specific purposes      **Discourse and Language Learning** Winifred Crombie,1985      *Fremdsprachenunterricht von A bis Z* Ursula Karbe,Hans-Eberhard Piepho,2000

**Key Concepts in Syllabus Design and Materials Development** Zia Tajeddin,Saman Ebadi,2025-06-04 This very practical and accessible book provides comprehensive coverage of key terms in language syllabus design and materials development as two areas integral to the effectiveness of language education programs These terms create spaces for university students teachers researchers and professionals to express and exchange their ideas based on common ground and with largely agreed upon perceptions of each dimension of syllabus design and materials development This book provides a clear and concise definition of each of these terms and their varied conceptualisations It will serve as an essential source for anyone engaging with developing a language education curriculum studying it and practicing it As such the book will appeal to curriculum researchers language educators and students of applied linguistics      **Communication in the Modern Languages Classroom** Joe Sheils,1988-01-01      **Constructing Professional Discourse** Concepción Orna-Montesinos,2012-01-17 This book explores the fascinating role that language plays in the construction of non verbal objects by mapping out the ontological meaning of the specialised concepts and the domain specific knowledge embedded in them In doing so it provides a comprehensive linguistic insight into the discourse of professional domain specific communities and hence into the communication practices and procedures of those communities In this respect the book offers a response to the claims made by many of the most influential applied linguists today such as Vijay Bhatia 1993 2004 John Swales 1990 2004 or Ken Hyland 2002 among others who have consistently defended the need for applied linguistic research into the textual generic and social perspectives on the under researched interrelatedness of the discoursal and professional practices of a discipline Specifically this book provides readers with an integrative multi perspective approach to the study of professional domain specific discourses While it mainly draws on the tenets of genre theory and discourse semantics it also nurtures from the theoretical and empirical foundations of applied linguistics cognitive linguistics corpus linguistics and ontological engineering The book starts from the analysis of domain specific texts as final written products with specific lexico grammatical semantic and rhetorical features to later enquire into the written products as textual artefacts closely linked to the social context of production and interpretation of the text This integrative approach provides fresh new insights into the way the processes of writing are affected by the community specific institutional and socio historical circumstances in which domain specific texts are produced      The Handbook of Language Teaching Michael H. Long,Catherine J. Doughty,2011-08-15 Bringing together an international and interdisciplinary team of contributors this

Handbook is a wide ranging and invaluable reference guide to language teaching A comprehensive reference work on language teaching which combines the latest research findings coverage of core topics and examples of teaching experience from a variety of languages and settings Provides a unique breadth of coverage including the psycholinguistic underpinnings of language learning social political and educational contexts program design materials writing and course design teaching and testing teacher education and assessment and evaluation Offers a balanced evaluation of the major positions and approaches including examining the increasingly important social and political context of language teaching Written by an international and interdisciplinary group of authors from a dozen different countries English is only one of the many languages used as examples throughout the volume

*Teaching and Learning by Doing Corpus Analysis* ,2016-08-09 From the contents Guy ASTON The learner as corpus designer Antoinette RENOUF The time dimension in modern English corpus linguistics Mike SCOTT Picturing the key words of a very large corpus and their lexical upshots or getting at the guardian's view of the world Lou BURNARD The BNC where did we go wrong Corpus based teaching material Averil COXHEAD The academic word list a corpus based word list for academic purposes

*Applied Languages: Theory and Practice in ESP* Jordi Piqué Angordans,David J. Viera,1997 Today more and more linguists and language specialists the world over are acknowledging the vital role of ESP within the English language teaching and learning area Consequently teachers and learners alike are discovering that there is a wider scope available to them in the field Hopefully the joint effort that went into the publishing of this volume will serve to motivate others to continue working in this direction

**Current Issues in English Language Methodology** Eva Alcón Soler,1998 An interesting contribution to the discussed task of adopting an effective methodology in the teaching of English as a foreign language Aspects such as the application of a cognitive theory the usage of electronic mail in the classroom the making of informative glossaries take that question again and new proposals are actualised

*Erziehung und Unterricht* ,1990

**Current Issues in Second/Foreign Language Teaching and Teacher Development** Thomai Alexiou,Christina Gitsaki,2016-01-14 Current Issues in Second Foreign Language Teaching and Teacher Development Research and Practice represents a collection of selected papers from the 17th World Congress of the International Association of Applied Linguistics AILA which was held in August 2014 in Brisbane Australia The volume comprises 18 chapters presenting current research projects and discussing issues related to second language acquisition teaching and teacher education in a variety of contexts from around the world This collection of research papers will be of use to both new and seasoned researchers in the field of applied linguistics Teacher educators language teachers and language policy makers will find this volume equally useful as the papers address current issues in language education

**Genre, Frames and Writing in Research Settings** Brian Paltridge,1997-01-01 This book presents a perspective on genre based on what it is that leads users of a language to recognise a communicative event as an instance of a particular genre Key notions in this perspective are those of prototype inheritance and intertextuality that is the extent to which a text

is typical of the particular genre the qualities or properties that are inherited from other instances of the communicative event and the ways in which a text is influenced by other texts of a similar kind The texts which form the basis of this discussion are drawn from experimental research reporting in English Contents 1 Introduction 2 Approaches to genre 3 Genre and frames 4 A sample analysis Writing up research 5 Summary and conclusions      **Genre in the Classroom** Ann M. Johns, 2001-11-01 For the first time the major theoretical and pedagogical approaches to genre and related issues of social construction are presented in a single volume providing an overview of the state of the art for practitioners in applied linguistics ESL EFL pedagogies rhetoric and composition studies around the world Unlike volumes that present one theoretical stance this book attempts to give equal time to all theoretical and pedagogical camps Included are chapters by authors from the Sydney School the New Rhetoric and English for Specific Purposes as well as contributions from other practitioners who pose questions that cross theoretical lines Genre in the Classroom includes all of the major theoretical views of genre that influence pedagogical practice takes an international approach drawing from all parts of the world in which genre theory has been applied in the classroom Australia Canada Hong Kong the Middle East the United States features contributors who are all both theorists and classroom practitioners lending credibility and authenticity to the arguments combines theory and practice in every chapter showing how particular theoretical views influence classroom practice grounds pedagogical practices in their own regional and theoretical histories openly discusses problems and questions that genre theory raises and presents some of the solutions suggested and offers a concluding chapter that argues for two macro genres and with responses to this argument by noted genre theorists from three theoretical camps

*Imagining Apocalypse* NA NA, 2016-04-30 This volume brings together essays by specialists in different disciplines on the cultural expression of apocalypse in particular in anglophone science fiction of the nineteenth and twentieth centuries Approaching these works from historical philosophical linguistic and literary perspectives the contributors examine the relationship between secular and spiritual apocalypse connecting the fiction and films to their historical moment Not surprisingly war recurs throughout this material as a critical turning point fulfilment of prophecy or prelude to a new age In particular the essays explore the issue of whether modern apocalypse is seen as an ending or a beginning considered under its political ethnic and gendered aspects Among the writers covered are H G Wells Olaf Stapledon and such contemporary figures as Michael Moorcock J G Ballard and Storm Constantine      Encyclopedia of Language and Linguistics , 2005-11-24 The first edition of ELL 1993 Ron Asher Editor was hailed as the field's standard reference work for a generation Now the all new second edition matches ELL's comprehensiveness and high quality expanded for a new generation while being the first encyclopedia to really exploit the multimedia potential of linguistics The most authoritative up to date comprehensive and international reference source in its field An entirely new work with new editors new authors new topics and newly commissioned articles with a handful of classic articles The first Encyclopedia to exploit the multimedia potential of

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Genre Analysis John M. Swales, John Swales, 1990-11-08 The author looks at varieties of language and considers these in relation to communication and task based language learning

Second Language Acquisition and Task-Based Language Teaching Mike Long, 2014-07-31 This book offers an in depth explanation of Task Based Language Teaching TBLT and the methods necessary to implement it in the language classroom successfully Combines a survey of theory and research in instructed second language acquisition ISLA with insights from language teaching and the philosophy of education Details best practice for TBLT programs including discussion of learner needs and means analysis syllabus design materials writing choice of methodological principles and pedagogic procedures criterion referenced task based performance assessment and program evaluation Written by an esteemed scholar of second language acquisition with over 30 years of research and classroom experience Considers diffusion of innovation in education and the potential impact of TBLT on foreign and second language learning

Engaging with Australasia: Comparative Research on ELT and English Teacher Education Raqib Chowdhury, Huynh Anh Tuan, 2024-10-21 The book showcases collaborative intercultural research into English language teaching and English language teacher education across Australasia covering a broad range of topics from English education policies curricular reform and practices teacher professional development and teacher and student identities Together the selected studies showcase how in the shadow of the Pandemic newer configurations in developing Asian and South East Asian countries have complicated collaboration in teaching and research and how these contrast with practices in Australia In particular the studies highlight the need for both cultural and pedagogical adaptations in practitioners engagement with both policy and pedagogy The book finds interested readership among emerging educators including graduate and doctoral researchers as well as educators and policymakers

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