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Working with Discourse: Meaning Beyond the Clause (Hardback) Associate Professor J R Martin, David Rose Published by Bloomsbury Publishing PLC, United Kingdom (2007)

This book is for researchers and students interested in exploring how speakers and writers construe meaning through discourse. It draws on tools for discourse analysis developed in systemic functional linguistics and register and genre theory but requires no prior knowledge of functional linguistics, avoiding academic complexity wherever possible. Rather it builds a highly accessible set of analytic tools that can be used with ease by workers from a range of disciplines, including educational research, critical discourse analysis, cultural studies, text linguistics and language and literacy teaching.

The volume explores the vast and heterogeneous territory of Political Linguistics, structuring and developing its concepts, themes and methodologies into combined and coherent Analysis of Political Discourse (APD). Dealing with an extensive and representative variety of topics and domains - political rhetoric, mediatized communication, ideology, politics of language choice, etc. - it offers uniquely systematic, theoretically grounded insights in how language is used to perform power-enforcing/imbuing practices in social interaction, and how it is deployed for communicating decisions concerning language itself. The twenty chapters in the volume, written by specialists in political linguistics, (critical) discourse analysis, pragmatics, sociolinguistics, and social psychology, address the diversity of political discourse to propose novel perspectives from which common analytic procedures can be drawn and followed. The volume is thus an essential resource for anyone looking for a coherent research agenda in explorations of political discourse as a point of reference for their own academic activities, both scholarly and didactic. "Politics in today's world consists of almost continuous interconnected talking and writing in a constantly expanding media universe. This comprehensive collection of papers edited by Urszula Okulska and Piotr Cap helps readers to get a hold on the flow of discourse that constitutes politics today. Indispensable for anyone seeking perspectives for understanding the language of politics and research methods for probing beyond the surface."

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Originally published as *The Continuum Companion to Discourse Analysis*, this book is designed to be the essential one-volume resource for advanced students and academics. This companion offers a comprehensive and accessible reference resource to research in contemporary discourse studies. In 21 chapters written by leading figures in the field, the volume provides readers with an authoritative overview of key terms, methods and current research topics and directions. It offers both a survey of current research and gives more practical guidance for advanced study in the area. The volume covers all the most important issues, concepts, movements and approaches in the field and features a glossary of key terms in the area of discourse analysis. It is the complete resource for postgraduate students and researchers working within discourse studies, applied linguistics, TESOL and the social sciences.

This book integrates insights from dialogic theory and systemic functional linguistics (SFL) to extend our understandings of engagement in medical research articles, going beyond notions of the role of verbal dialogue to encompass mathematical and visual semiotics and consider text not just as language but as multisemiosis. The volume begins by outlining the engagement framework and offering a brief overview of historical developments in medical research discourse. This discussion culminates in the introduction of the corpus used for analysis, drawing on original research articles from key medical journals to explore verbal, mathematical, and visual engagement in turn. A subsequent chapter brings these perspectives together to demonstrate intersemiotic engagement across different stages and phases of the medical research article and how such resources work together to construe and maintain the authoritative position commonly associated with medical discourse. The book looks ahead to engagement in other related disciplinary fields and future directions for work on multisemiosis and medical research discourse more generally. This book will be of particular interest to graduate students and researchers in multimodality, critical discourse analysis, applied linguistics, SFL, and science education.

This book analyzes how the English as a Second Language (ESL) pedagogic genre has been re-contextualized in the Shanghai Foreign Language Education Press National College English Teaching Contest (SFLEP) for presentation to the contest judges and audience. Departing from prior research on contest discourse, it focuses on the role of teaching contests in re-contextualizing educational practices. Moreover, it addresses the processes of genre blurring and solidification at work in new discourse events. The results presented here serve to frame teaching contest discourse in a fuller contextual configuration and will help contest sponsors, participants, and audience members better understand this popular social event and its relations to real-world teaching practices, while simultaneously helping teachers to understand the relevance of such contest practice. Moreover, the research methods will benefit those linguists who are interested in researching other types of event discourses.

Discourse in English Language Education introduces students to the major concepts and questions in Discourse Studies and their applications to language education. Each chapter draws on key research to examine critically a particular approach in the field, providing a review of important literature, examples to illustrate the principal issues concerned and an outline of the implications for their application to pedagogy. Features include: coverage of a broad range of approaches in the field, including Systemic Functional Linguistics and Register, Speech Acts, the Cooperative Principle and Politeness, Conversation Analysis, Genre Analysis, Critical Discourse Analysis and Corpus Linguistics analysis of a wide range of discourse examples that include casual conversation, newspapers, fiction, radio, classrooms, blogs and real-life learner texts a selection of illustrations and tables carefully chosen to

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enhance students' understanding of different concepts and approaches stimulating discussion questions at the end of each chapter, specially designed to foster critical thinking, reflection and engagement with the topics covered. Engaging, accessible and comprehensive, *Discourse in English Language Education* richly demonstrates how Discourse Studies can inform the teaching of English and other languages, both as a foreign language and in the mother tongue. It will be essential reading for upper undergraduates and postgraduates with interests in Applied Linguistics, TESOL and Language Education.

Any system of government is comprised of several dimensions of functionality, which must all work in congruence. When any part of the system is dysfunctional, the government's stability becomes fractured and societal problems can arise. *Political Discourse in Emergent, Fragile, and Failed Democracies* examines the effects of unstable democratic systems of government in modern society, providing an imperative analysis on political communications from such nations. Highlighting real-world examples on the constraints seen in malfunctioning or emerging governments, this book is a pivotal reference source for policy makers, researchers, academicians, and upper-level students interested in politics and governance.

Academic discourse is the gateway not only to educational success but to worlds of imagination, discovery and accumulated wisdom. Understanding the nature of academic discourse and developing ways of helping everyone access, shape and change this knowledge is critical to supporting social justice. Yet education research often ignores the forms taken by knowledge and the language through which they are expressed. This volume comprises cutting-edge work that is bringing together sociological and linguistic approaches to access academic discourse. Systemic functional linguistics (SFL) is a long-established and widely known approach to understanding language. Legitimation Code Theory (LCT) is a younger and rapidly growing approach to exploring and shaping knowledge practices. Now evermore research and practice are using these approaches together. This volume presents new advances from this inter-disciplinary dialogue, focusing on state-of-the-art work in SFL provoked by its productive dialogue with LCT. It showcases work by the leading lights of both approaches, including the foremost scholar of SFL and the creator of LCT. Chapters introduce key ideas from LCT, new conceptual developments in SFL, studies using both approaches, and guidelines for shaping curriculum and pedagogy to support access to academic discourse in classrooms. The book is essential reading for all applicable and educational linguists, as well as scholars and practitioners of education and sociology.

Papers selected from a conference on evaluation in academic discourse held June, 2003, at the Certosa di Pontignano, Siena

This collection of essays by leading functional linguists presents the latest perspectives on language and discourse in educational settings. The book questions the idea of 'discourse' to reveal that the social processes of learning are imbued with the ideologies of the society and education system within which learning takes place. The contributors take into account the historical and cross-cultural perspectives of both classroom practices and the student's own awareness of the ideological meanings of language activities. *Language, Education and Discourse* is divided into two sections. Part one covers early childhood and the growing development of a language system from the basic semiotic system of the infant. This is followed by an analysis of the beginnings of literacy in kindergarten, the introduction to writing in primary school and the ideological content of reading material. Part two furthers this analysis by looking at discourse in secondary and tertiary education. The contributors

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pose questions about the role and importance of teaching grammar in the school system, and finally examine how to refine the discourse of education. This book will be useful to academics interested in the latest functional perspectives on language as it is used in education. >

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