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Research on foreign or second language processes analyzed from the perspective of cognition and affect. It consists of articles devoted to various issued related to such broad topics as gender, literacy, translation or culture, to mention

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a few. The
collection of papers
offers a
constructive and
inspiring insight
into a fuller
understanding of
the interconnection
of the language-
cognition-affect
trichotomy.

This book
examines how

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discourse analysts could best disseminate their research findings in real world settings. Each chapter presents a study of spoken or written discourse with authors putting forward a plan for how to engage professional practice in their

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work, using this
volume's
Framework for
Application.

Techniques used
include

Conversation

Analysis in
combination with
other methods,
Genre Analysis in
combination with
other methods, and
Critical Discourse

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Analysis. Ysis

Contributions are loosely grouped by setting and include the following:

- workplace and business settings;
- education settings;
- private and public settings; and
- government and media settings.

The volume aims to link the end of research

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and the onset of praxis by helping analysts to move forward with ideas for dissemination, collaboration and even intervention. The book will be of interest to all researchers conducting discourse analysis in professional settings.

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What role does
language and
communication
play in conflict?
Why do people
engage in or get
drawn into

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quarrels? How can our awareness of the social rules of language use prevent disputes? In this illuminating and accessible guide, Karol Janicki takes the reader on a tour through the field of conflict in language. Using real-life examples, the book examines

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How language usage influences conflict, and what people can do to avoid or resolve it. Language and Conflict - ends each chapter with a story that neatly summarizes the key discussion points in a clear, digestible format - provides useful

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'hands-on' tips and
further reading
recommendations
for those who want
to explore the
subject further This
book is ideal
reading for
undergraduates
studying discourse
analysis, language
and
communication,
sociolinguistics, or

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Applied linguistics,
and for general
readers new to the
subject of language
and conflict.

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This ethnographic
case study is set
within a
collaborative
research project in
which teachers and
researchers
investigate early

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English as a
Foreign Language
(eEFL) tasks in
theory and practice
in German primary
schools. Results
are obtained
through an
interpretation of
multiple sources
within an
interdiscursive,
multi-perspectived
research agenda.

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The results suggest that eEFL tasks can emerge during an interplay of four key teaching practices: doing school, providing space for learners to communicate, building a vocabulary and teaching the spoken language.

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This readable and informative survey of key ideas about students' thinking in science builds a bridge between theory and practice by offering clear accounts from research, and showing how they relate to actual examples of students talking

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about widely
taught science
topics. Focused on
secondary students
and drawing on
perspectives found
in the international
research literature,
the goal is not to
offer a
comprehensive
account of the vast
literature, but
rather to provide

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An overview of the current state of the field suitable for those who need an understanding of core thinking about learners' ideas in science, including science education students in teacher preparation and higher degree programs, and classroom

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teachers,
especially those
working with
middle school, high
school, or college
level students.

Such
understanding can
inform and enrich
science teaching in
ways which are
more satisfying for
teachers, less
confusing and

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frustrating for
learners, and so
ultimately can lead
to both greater
scientific literacy
and more positive
attitudes to
science.

Shows how a
person's first
language and
culture influence
writing in a second

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This book offers a model of classroom discourse analysis that uses systemic functional linguistic theory and associated genre theory to develop a view of classroom episodes as 'curriculum genres', some of

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which operate in turn as part of larger unities of work called 'curriculum macrogenres'. Drawing on Bernstein's work, Christie argues that two registers operate in pedagogic discourse: a regulative register,

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to do with the goals and directions of the discourse; and an instructional register, to do with the particular 'content' or knowledge at issue. Each can be shown to be realized in distinctive clusters of choices in the

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grammar. The operation of the regulative register determines the initiation, pacing, sequencing and evaluation of the overall pedagogic activity. The book sets out its methodology in detail by reference to a number of classroom texts,

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and a range of

school subjects.

Overall, schools

emerge as sites of

symbolic control in

a culture.

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