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	Nota di contenuto	Foreword; Vivian Cook -- Introduction; Armin Berger -- Part I The English Language Competence Programme at the University of Vienna -- Language Analysis / Grammar in Use; Helen Heaney & Gunther Kaltenböck -- Integrated Language and Study Skills; Galina Savukova & Thomas Martinek -- Language in Use; Gillian Schwarz-Peaker -- English in a Professional Context; Amy Bruno-Lindner -- English for Academic Purposes; Angelika Rieder-Bünemann -- Mediation and Genre Analysis for English Teachers; Gabrielle Smith -- Practical Phonetics and Oral Communication Skills; Karin Richter -- The Language Lab; Maria Milchram, Magdalena Schwarz & Olivia Wankmüller -- Advanced Speaking Skills for English Teachers; Karin Richter -- The Vienna English Language Test; Susanne Sweeney-Novak -- The Common Final Test; Thomas Martinek -- Part II Teaching English to Advanced Learners -- Written Reception and Production --

Writing an Argumentative Essay Like Sherlock Holmes: Teaching Essay Structure with the Detective Analogy; Horst Prillinger -- Teaching Deep Competence in Academic Writing; Gabrielle Smith -- Discerning Implicit Meaning and Signalling Writer Stance; Galina Savukova -- Teaching Punctuation in Consecutive Courses; Galina Savukova -- Yes/No/Not Given? An Integrative Approach to Teaching Academic Reading and Writing Skills; Thomas Martinek -- Spoken Production and Interaction -- Dealing with Stage Fright; Karin Richter -- Improving Advanced Interaction Skills; Amy Bruno-Lindner, Karin Richter, Galina Savukova -- New Ideas for Teaching Speaking: Speech Days; Brigitte Roth & Elisabeth Weitz-Polydoros -- Raising Awareness of the Role of Intonation; Meta Gartner-Schwarz -- Text Analysis and Mediation -- Reading Below the Surface: Guiding Students to Getting More out of Texts; Lisa Nazarenko -- Improving Students' Writing Skills in English in a Professional Context; Amy Bruno-Lindner -- Text Transformation: The Art of Parody; Elisabeth Müller-Lipold -- Part III Teacher Research on Learning, Teaching and Assessment -- Students' Conceptions of Academic Writing in a Second Language: Perspectives of Advanced Students of English; Angelika Rieder-Bünemann & Pia Resnik -- Analysing Discourse Coherence in Students' L2 Writing: Rhetorical Structure and the Use of Connectives; Barbara Schiftner -- The Role of Identity in the Adult EFL Pronunciation Classroom; Karin Richter -- Attitudes Towards Vocabulary Learning When Using a Vocabulary Log; Helen Heaney & Sandra Pelzmann -- Weaving Academic Texts: An Observation of Students' Quest for the Magic of Words in the Language Competence Program; Katharina Ghamarian -- The Challenges of Improving Vocabulary Depth and Breadth at an Advanced Level: A Survey of the Literature; Helen Heaney & Gillian Schwarz-Peaker -- Developing Benchmarks for Rater Training as well as Teaching and Learning Purposes; Armin Berger -- Assessing Oral Presentations and Interactions: From a 'Systematic' to a 'Salient Features' Approach; Armin Berger -- Conclusion; Armin Berger. .

| Sommario/riassunto | This volume presents a systematic approach to developing advanced English language competence at tertiary level. It includes the reflections of experienced language teachers and teacher-researchers in the English Language Competence programme at the University of Vienna and provides examples of good practice, amalgamating teaching expertise and research with aspects of curriculum design and programme management. The book addresses a growing academic and professional interest in understanding advanced language learning and use. To date, research has tended to investigate advanced proficiency from a specific theoretical viewpoint, for example cognition, psycholinguistic processing strategies, or the assumption of a critical period or the age factor. In contrast, this work examines advanced proficiency from a curricular and instructional perspective by providing a profile of advanced-level language development in a specific institutional context. It brings together three areas of language education: curriculum design, pedagogical practice, and research. Within this triangle, advanced English language education is the focus or, conversely, advanced English language education provides the lens through which links between curriculum design, teaching, and research can be established. |