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Nota di contenuto	Abstract -- A Key to Abbreviations -- List of Figures and Tables -- Chapter 1 Introduction -- Chapter 2 Theoretical Foundation -- Chapter 3 Methodology -- Chapter 4 Register Configuration of Mock Teaching Discourse -- Chapter 5 Blurring ESL Pedagogic Genre in Mock Teaching Discourse -- Chapter 6 Solidification of Mock Teaching Genre in Contest Adjudicators' Post-Contest Comments -- Chapter 7 Conclusion and Implications -- Bibliography -- Appendix A Example of Data Transcription.
Sommario/riassunto	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.

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