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REVOLUTION; 3 FROM THE FEDERATION TO THE TERROR; 4
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5 PERFORMANCE AND PERFORMING 6 THE SHADOW OF NAPOLEON; 7
THEATRE AND ALIENATION; REFLECTIONS TOWARDS A CONCLUSION;
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Sommario/riassunto

During the French Revolution most performances on the London stage were strictly censored, but political attitudes found indirect expression. New and popular genres like pantomime, gothic drama, history plays, musical and spectacular entertainment, and, above all, melodrama provided metaphors for the hopes and fears inspired by the conflict in France and subsequent European wars. This 2001 book looks at how British drama and popular entertainment were affected by the ideas and events of the French Revolution and Napoleonic Wars. He argues that melodrama had its origins in this period, with certain gothic villains displaying qualities attributed to Robespierre and Napoleon, and that recurrent images of incarceration and dispossession reflected fears of arbitrary persecution, from the tyranny of the Bastille to the Jacobin's Reign of Terror. By a cultural analysis of the popular entertainment and theatre performances of the eighteenth and nineteenth centuries Taylor reveals issues of ideological conflict and psychological stress.

2. Record Nr.	UNINA9910678256403321
Titolo	Demystifying Corpus Linguistics for English Language Teaching // edited by Kieran Harrington, Patricia Ronan
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2023
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Descrizione fisica	1 online resource : illustrations
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Soggetti	Language and languages - Study and teaching Linguistics - Methodology Linguistics Intercultural communication Language Teaching and Learning Research Methods in Language and Linguistics Language Education Theoretical Linguistics / Grammar Intercultural Communication
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Nota di contenuto	1. Introduction (Kieran Harrington and Patricia Ronan) -- 2. Learning to teach English as a Foreign language with Corpus Linguistic approaches: A survey of teacher training students' attitudes (Patricia Ronan) -- 3. A flexible framework for integrating data-driven learning (Ivor Timmis and Jane Templeton) -- 4. Speaking and listening: Two sides of the same coin (Mike McCarthy and Jeanne McCarten) -- 5. Corpus linguistics and writing instruction (Eric Friginal, Ashleigh Cox and Rachelle Udell) -- 6. Corpus affordances in foreign language reading comprehension (Alejandro Curado Fuentes) -- 7. Corpus linguistics and grammar teaching (Christian Jones) -- 8. Corpus linguistics and vocabulary teaching (Leo Selivan) -- 9. Culture in English Language Teaching: Let the language do the talking (Kieran Harrington) -- 10. World Englishes and the second language classroom: why introducing varieties of English is important and how corpora can help(Sarah

Buschfeld and Emily Weidle) -- 11. Annotating VOICE for pedagogic purposes—the case for a mark-up scheme of pragmatic functions in ELF interactions (Stephanie Riegler) -- 12. Detecting and analysing learner difficulties using a learner corpus without error tagging (Gerold Schneider) -- 13. The potential impact of EFL textbook language on learner English: A triangulated corpus study (Elen Le Foll) -- 14. Conclusion (Patricia Ronan and Kieran Harrington).

Sommario/riassunto

The aim of this edited volume is to demystify corpus linguistics for use in English language teaching (ELT). It advocates the inclusion of corpus linguistics in the classroom as part of an approach to ELT in which students engage with naturally occurring language. The first chapter provides a basic but essential introduction to corpus linguistics, including sections on corpora and corpus methods, and this is followed by a review of the use of corpus linguistics in ELT. Chapters on the traditional ELT strands of skills, vocabulary and grammar as well as chapters on pluricentric approaches (on language and culture, World Englishes and English as a Lingua Franca) flow naturally from the second chapter, which reports on a survey of the attitudes of trainee teacher to the use of corpus linguistics in the ELT classroom. The final two chapters show how the work of corpus linguists can benefit classroom teacher preparation, materials development and textbook writing. This book will be of interest not only to academics in fields such as English Language Teaching, Applied Linguistics and Corpus Linguistics, but also to educators of teacher-trainees and teacher-trainees themselves, as well as teachers who are looking for new interactive approaches to ELT. Kieran Harrington is Senior Lecturer in English Linguistics at TU Dortmund University, Germany. Patricia Ronan is Professor of English Linguistics at TU Dortmund University, Germany.
