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Nota di contenuto	Cover; Discourse in English Language Education; Title Page; Copyright Page; Table of Contents; List of figures and tables; Acknowledgements; Chapter 1 Introduction; 1.1 Defining discourse; 1.2 Defining Discourse Studies and Discourse Analysis; 1.3 Discourse Analysis may emphasise discourse structure or discourse function or both; 1.4 Discourse Analysis may focus on any sort of texts; 1.5 There are various approaches to Discourse Studies; 1.6 Discourse Analysis is conducted in many fields of activity; 1.7 Discourse Studies focuses on language in its contexts of use 1.8 Discourse is intertextual1.9 Discourse and communication; 1.10 Discourse and communicative competence; 1.11 Organisation of the book; 1.12 Questions for discussion; 1.13 Further reading; Chapter 2 Systemic Functional Linguistics and register; 2.1 Introduction; 2.2 A functional perspective on child language acquisition; 2.3 Systemic Functional Linguistics; 2.4 Register; 2.5 Lexicogrammar; 2.5.1 Features

related to field and the ideational function; 2.5.1.1 Lexis; 2.5.1.2 Rank hierarchy; 2.5.1.3 Clauses; 2.5.1.4 Process types: transitivity; 2.5.1.5 Relational process clauses  
2.5.1.6 Material process clauses2.5.1.7 Verbal process clauses; 2.5.1.8 Mental process clauses; 2.5.1.9 Existential process clauses; 2.5.1.10 Behavioural process clauses; 2.5.2 Features related to tenor and the interpersonal function: person, modality and mood; 2.5.3 Features related to mode and the textual metafunction: cohesion, theme and thematic development; 2.6 Summary of analysis of the parrot text; 2.7 A text in a similar, yet different, register; 2.7.1 Field and the ideational function; 2.7.2 Tenor and the interpersonal function and mode and the textual function  
2.7.3 Summary of analysis of the iris text2.8 Conversation as register; 2.9 Sinclair and Coulthard's model of classroom interaction; 2.10 Speech and writing; 2.11 Lexical density; 2.12 Appraisal; 2.12.1 Graduation; 2.12.2 Attitude; 2.12.3 Engagement; 2.13 Critique; 2.14 Application to pedagogy; 2.15 Questions for discussion; 2.16 Further reading; Chapter 3 Cohesion; 3.1 Introduction; 3.2 Reference; 3.2.1 Definition, forms and functions; 3.2.2 Definite reference; 3.3 Substitution and ellipsis; 3.3.1 Substitution; 3.3.2 Ellipsis; 3.4 Conjunction; 3.5 Lexical cohesion  
3.6 General nouns and signalling nouns3.7 Cohesive chains; 3.8 Cohesive harmony; 3.9 Cohesion, coherence and texture; 3.10 Patterns of lexis in text: Hoey's model of (lexical) cohesion; 3.11 Tanskanen's approach to lexical cohesion; 3.12 Propositional relations; 3.13 Parallelism; 3.14 Critique; 3.15 Application to pedagogy; 3.15.1 The case for cohesion; 3.15.2 Ties, chains and bonds; 3.15.3 Lexis; 3.15.4 Propositional relations; 3.16 Conclusion; 3.17 Questions for discussion; 3.18 Further reading; Chapter 4 Thematic development; 4.1 Definition of theme; 4.2 Theme in grammar and discourse  
4.3 Theme in declarative clauses

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#### Sommario/riassunto

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, Speec

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