

1. Record Nr.	UNINA9910816393403321
Titolo	Academic language in diverse classrooms : English language arts, grades 6-8 : promoting content and language learning / / Margo Gottlieb, Gisela Ernst-Slavit, series editors ; foreword by Douglas Fisher
Pubbl/distr/stampa	Thousand Oaks, California : , : Corwin, , [2014] 2014
ISBN	1-4522-7830-X 1-4522-7833-4
Descrizione fisica	1 online resource (xx, 201 pages) : illustrations
Collana	Gale eBooks
Disciplina	428.0071/2
Soggetti	Language arts (Middle school) Academic language - Study and teaching (Middle school) English language - Study and teaching (Middle school) - Foreign speakers Language arts - Correlation with content subjects
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Contents -- Foreword -- Preface -- Acknowledgments -- About The Editors -- Chapter 1: Academic Language: A Centerpiece for Academic Success in English Language Arts -- Examples From The CCSS For English Language Arts of Related Academic Language -- Chapter 2: Grade 6: Legends and Life -- Chapter 3: Grade 7: Diving Into The Depths of Research -- Chapter 4: Grade 8: A Gothic Story: "The Cask of Amontillado" Glossary -- Index.
Sommario/riassunto	Make every student fluent in the language of learning. The Common Core and ELD standards provide pathways to academic success through academic language. Using an integrated Curricular Framework, districts, schools and professional learning communities can: Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards-centered materials for academic language Collaborate in planning instruction and assessment within and across lessons

2. Record Nr.	UNINA9910963835803321
Autore	Karkkainen Elise
Titolo	Epistemic stance in English conversation : a description of its interactional functions, with a focus on I think / / Elise Karkkainen
Pubbl/distr/stampa	Amsterdam ; ; Philadelphia, : John Benjamins Pub. Co., 2003
ISBN	9786612160745 9781282160743 1282160745 9789027295941 9027295948
Edizione	[1st ed.]
Descrizione fisica	1 online resource (225 p.)
Collana	Pragmatics & beyond, , 0922-842X ; ; new ser. 115
Classificazione	HF 350
Disciplina	420/.1/41
Soggetti	English language - Discourse analysis English language - Spoken English Conversation
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Epistemic Stance in English Conversation -- Editorial page -- Title page -- LCC page -- Acknowledgements -- Table of contents -- List of tables -- Introduction -- 1.1. Theoretical orientation -- 1.2. Objectives and organization of the study -- 1.3. Database and transcription: Principles and conventions -- 1.4. Conversation analysis: Four types of interactional organization -- 1.5. Orientation of the present study -- Notes -- Expression of epistemic stance -- 2.1. Epistemic modality: Semantic definition -- 2.2. Epistemic stance: Interactional approaches -- 2.3. Conclusion -- Notes -- The intonation unit as analytical unit -- 3.1. Cognitive approaches to IUs -- 3.2. IUs as interactional units -- 3.3. Conclusion -- Note -- Routinization of stance marking at the linguistic and interactional level -- 4.1. Introduction -- 4.2. Grammatical classes and syntactic types -- 4.2.1. Lexical verbs: Epistemic phrases -- 4.2.2. Adverbs -- 4.2.3. Modal auxiliaries and

quasi-auxiliaries -- 4.2.4. Adjectives and nouns -- 4.2.5. Participial forms -- 4.2.6. Conclusion -- 4.3. Semantic meanings expressed -- 4.4. Position of epistemic markers in intonation units -- 4.4.1. IU-initial position -- 4.4.2. IU-medial position -- 4.4.3. IU-final position -- 4.4.4. Separate IUs -- 4.4.5. Summary of intonation unit positions -- 4.5. Position within intonation unit sequence and in conversational turns -- 4.5.1. Finality vs. lack of finality of what precedes -- speaker change or not? -- 4.5.2. Turn-internal vs. constituting a turn -- 4.5.3. Summary of turn positions -- 4.6. Conclusion -- Notes -- Stance-taking as an interactive activity -- 5.1. Introduction -- 5.2. Discourse profile of *I think* -- 5.3. Semantic definitions and previous pragmatic research on *I think* -- 5.4. Functions of pre-positioned *I think* -- 5.4.1. Functions of IU-initial *I think*.  
5.4.2. Functions of *I think* as a separate IU: On-line planning -- 5.4.3. Summary of pre-positioned *I think* -- 5.5. Functions of post-positioned *I think* -- 5.5.1. Functions of *I think* as a separate IU: Signaling completion and pursuing a response -- 5.5.2. Summary of post-positioned *I think* -- 5.6. Conclusion -- 5.6.1. Functions of *I think* in discourse -- 5.6.2. *I think* as a discourse marker -- Notes -- Concluding remarks -- References -- Symbols used in transcription -- Name index -- Subject index -- The PRAGMATICS AND BEYOND NEW SERIES.

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#### Sommario/riassunto

This book is the first corpus-based description of epistemic stance in conversational American English. It argues for epistemic stance as a pragmatic rather than semantic notion: showing commitment to the status of information is an emergent interactive activity, rooted in the interaction between conversational co-participants. The first major part of the book establishes the highly regular and routinized nature of such stance marking in the data. The second part offers a micro-analysis of *I think*, the prototypical stance marker, in its sequential and activity contexts. Adopting the methodology of conversation analysis and paying serious attention to the manifold prosodic cues attendant in the speakers' utterances, the study offers novel situated interpretations of *I think*. The author also argues for intonation units as a unit of social interaction and makes observations about the grammaticalization patterns of the most frequent epistemic markers, notably the status of *I think* as a discourse marker.

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