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analysis -- 3.5.3 Behavioural observation -- 3.5.4 Participant feedback -- chapter 4 -- Speaking to the audience -- 4.1 Introduction -- 4.2 Speech rate -- 4.3 Lecture style -- 4.3.1 Discourse dysfluencies -- 4.3.2 Reduced forms -- 4.4 Lexical informality -- 4.4.1 Vagueness -- 4.4.2 Idioms -- 4.5 Syntactic informality -- 4.5.1 Ellipsis -- 4.5.2 Non-restrictive which-clauses -- 4.6 Lexical density -- 4.7 Summary of findings -- chapter 5 -- Interacting with the learners -- 5.1 Introduction -- 5.2 Discourse structuring -- 5.2.1 Lecture macrostructure -- 5.2.2 Macromarkers -- 5.2.3 Micromarkers -- 5.3 Evaluation -- 5.3.1 Relevance markers -- 5.3.2 Affect markers -- 5.4 Lecturer-audience interaction -- 5.4.1 Questions -- 5.4.2 Comprehension checks -- 5.4.3 Dialogic episodes. 5.5 Audience responsiveness and feedback -- 5.6 Summary of findings -- chapter 6 -- Teaching the discipline and the profession -- 6.1 Introduction -- 6.2 Disciplinary/professional orientations: a descriptive profile -- 6.3 Real vs. hypothetical worlds -- 6.4 Argumentation -- 6.5 Specialized lexis -- 6.5.1 Global analysis -- 6.5.2 Keyword analysis -- 6.5.3 Connections to Business English -- 6.5.4 Compounds and buzzwords -- 6.6 Metaphors -- 6.6.1 Global analysis -- 6.6.2 Comparative analysis -- 6.7 Summary of findings -- chapter 7 -- Beyond speaking -- Multimodal aspects -- 7.1 Introduction -- 7.2 The visual mode -- 7.2.1 The analytical framework -- 7.2.2 The analysis -- 7.2.2.1 Visual typologies in the BSLC -- 7.2.2.2 Comparative analyses -- 7.3 The nonverbal mode -- 7.3.1 Methodology in nonverbal studies -- 7.3.2 The analysis -- 7.3.2.1 Interpersonal episodes -- 7.3.2.2 Nonverbal behaviours of the lecturers -- 7.3.2.3 A microanalysis of one lecturer's nonverbal behaviours -- 7.4 Summary of findings -- chapter 8 -- Final remarks -- 8.1 Introduction -- 8.2 Aims, findings, pedagogical implications and research prospects -- 8.3 Methodological insights -- 8.4 Business studies lectures and interdiscursivity revisited -- References -- Appendix A -- Transcript samples from the twelve lectures of the BSLC -- Appendix B -- Specialized lexis in the BSLC ranked according to frequency (number of tokens in parentheses) -- Name index -- Subject index -- The series Pragmatics & Beyond New Series.

Sommario/riassunto

What the learners really need is the competence to handle several types of literacy, which may not be a simple extension of previously acquired communicative competence. (Bhatia 2000: 81).