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Genre analysis has a long-established tradition in literature, but interest in the analysis of non-literary genres has been very recent. This book examines the theory of genre analysis, looks at genre analysis in action, taking texts from a wide variety of genres and discusses the use of genre analysis in language teaching and language reform.

The concept of the audience is changing. In the twenty-first century there are novel configurations of user practices and technological capabilities that are altering the way we understand and trust media organizations and representations, how we participate in society, and how we construct our social relations. This book embeds these transformations in a societal, cultural, technological, ideological, economic and historical context, avoiding a naive privileging of technology as the main societal driving force, but also avoiding the media-centric reduction of society to the audiences that are situated within. Audience Transformations provides a platform for a nuanced and careful analysis of the main changes in European communicational practices, and their social, cultural and technological affordances.

Since The Mid-1980s The Notion Of "Genre" Has Been Dramatically Redefined. This redefinition has prompted theorists and scholars alike to analyze the shaping power of language and culture, and the interplay between the individual and the social.; Recent work in genre studies has drawn upon ideas and developments from a wide range of intellectual disciplines including 20th-century rhetoric, literary theory, sociology and philosophy of science, critical discourse analysis, education and cultural studies. In this text, leading theorists reflect and capitalize on the growing interest in genre studies across these allied fields, and examine the powerful implications this reconception of genre has on both research and teaching.

This text explores fundamental issues relating to student literacies and instructor roles and practices within academic contexts. It offers a brief history of literacy theories and argues for "socioliterate" approaches to teaching and learning in which texts are viewed as primarily socially constructed. Central to socioliteracy, the concepts "genre" and "discourse community," are presented in detail. The author argues for roles for literacy practitioners in which they and their students conduct research and are involved in joint pedagogical endeavors. The final chapters are devoted to outlining how the views presented can be applied to a variety of classroom texts. Core curricular design principles are outlined, and three types of portfolio-based academic literacy classrooms are described.

This book provides a rich and accessible account of genre studies by a world-renowned applied linguist. The hardback edition discusses today's research world, its various configurations of genres, and the role of English within the genres. Theoretical and methodological issues are explored, with a special emphasis on various metaphors of genre. The book is full of carefully worded detail and each chapter ends with suggestions for pedagogical practice.

The volume closes with evaluations of contrastive rhetoric, applied corpus linguistics, and critical approaches to EAP. Research Genres provides a rich and scholarly account of this key area.

The CEFR Companion volume broadens the scope of language education. It reflects academic and societal developments since the publication of the Common European Framework of Reference for Languages (CEFR) and updates the 2001 version. It owes much to the contributions of members of the language teaching profession across Europe and beyond. This volume contains: ? an explanation of the key aspects of the CEFR for teaching and learning; ? a complete set of updated CEFR descriptors that replaces the 2001 set with: - modality-inclusive and gender-neutral descriptors; - added detail on listening and reading; - a new Pre–A1 level, plus enriched description at A1 and C levels; - a replacement scale for phonological competence; - new scales for mediation, online interaction and plurilingual/pluricultural competence; - new scales for sign language competence; ? a short report on the four-year development, validation and consultation processes. The CEFR Companion volume represents another step in a process of engagement with language education that has been pursued by the Council of Europe since 1971 and which seeks to: ? promote and support the learning and teaching of modern languages; ? enhance intercultural dialogue, and thus mutual understanding, social cohesion and democracy; ? protect linguistic and cultural diversity in Europe; and ? promote the right to quality education for all.

GENRE: AN INTRODUCTION TO HISTORY, THEORY, RESEARCH, AND PEDAGOGY provides a critical overview of the rich body of scholarship that has informed a “genre turn” in Rhetoric and Composition, including a range of interdisciplinary perspectives from rhetorical theory, applied linguistics, sociology, philosophy, cognitive psychology, and literary theory.

This book offers a unique view of multilingualism in higher education from a global perspective. It presents a contextualised case of a multilingual language policy which takes the Content and Language Integrated Learning (CLIL) approach. The volume discusses various approaches to multilingual education including CLIL and then proposes guidelines for a multilingual language policy for Universitat Jaume I in Castelló, Spain. It examines the advantages of a multilingual education programme and reviews the success of existing language policies. This book will be an essential resource for researchers and students as well as policy makers.

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