

# HISTORICAL DISCOURSE

THE LANGUAGE OF TIME, CAUSE AND EVALUATION

CAROLINE COFFIN

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# Historical Discourse The Language Of Time Cause And Evaluation Caroline Coffin

**Michele Zappavigna**



## **Historical Discourse The Language Of Time Cause And Evaluation Caroline Coffin:**

**Historical Discourse** Caroline Coffin, 2009-03-01 An important analysis of the language of time cause and evaluation in historical texts studied by students at secondary school looking at the implications for making meaning in historical writing

*Historical Discourse* Caroline Coffin, 2009-01-01 Historical Discourse analyses the importance of the language of time cause and evaluation in both texts which students at secondary school are required to read and their own writing for assessment In contrast to studies which have denied that history has a specialised language Caroline Coffin demonstrates through a detailed study of historical texts that writing about the past requires different genres lexical and grammatical structures In this analysis language emerges as a powerful tool for making meaning in historical writing Presupposing no prior knowledge of systemic functional linguistics this insightful book will be of interest to researchers in applied linguistics and discourse analysis as well as history educators *Evaluation in Translation* Jeremy Munday, 2012 In a world where translation and interpreting function as a prism through which opposing personal and political views enter a target culture it is crucial to investigate how such views are processed and sometimes subjectively altered by the translator To this end the book focuses on the translation process rather than the product and strives to identify more precisely those points where the translator is most likely to express judgment or evaluation publisher website

**Discourse of Twitter and Social Media** Michele Zappavigna, 2012-02-23 Social media such as microblogging services and social networking sites are changing the way people interact online and search for information and opinions This book investigates linguistic patterns in electronic discourse looking at online evaluative language Internet slang memes and ambient affiliation using a large Twitter corpus over 100 million tweets alongside specialized case studies The author argues that we are currently witnessing a cultural movement from online conversation to what can be termed searchable talk online talk where people affiliate by making their discourse findable for example via metadata such as Twitter hashtags by others holding similar interests This cutting edge text will be of interest to all scholars and students dealing with electronically mediated discourse

**School Discourse** Frances Christie, Beverly Derewianka, 2010-09-17 Discourse Analysis Brian Paltridge, 2006-01-01 A comprehensive accessible introduction to discourse analysis essential reading for students encountering the subject for the first time

**Metadiscourse** Ken Hyland, 2005-11-12 This book provides an accessible introduction to metadiscourse discussing its role and importance in written communication It explores examples from a wide range of texts from business journalism academia and student writing to present a new theory of metadiscourse The final section of the book explores the importance of metadiscourse for teachers and students and details its practical advantages and applications in the writing class Accessibly written and packed with examples Metadiscourse is an essential introduction for students of applied linguistics language teachers and academics Vistas of English for Specific Purposes Nadežda Stojković, 2015-10-05 English for Specific Purposes ESP is one of the most needed forms of English Language Teaching with regards to the adult population in

today's global market economy where the English language is a prerequisite for the exchange and communication of professional ideas, best practices and experiences and a necessary skill for advancement in one's career. This comprehensive volume brings together the most insightful papers from the First International Conference on Teaching English for Specific and Academic Purposes titled Connect and Share held at the Faculty of Electronic Engineering of the University of Ni, Serbia in May 2013. The collection covers a diverse and extensive list of topics and provides a number of invaluable contributions which prove the presence of ESP in all continents and in many different professions, sciences and businesses. Also of interest is the fact these papers highlight the interrelatedness of ESP and linguistics, the methodology of teaching sociolinguistics and a number of other fields relevant to the study and practice of languages. The chapters of this book prove that immense original, creative and worthwhile research is being conducted in the ever-growing and increasingly relevant field of ESP. At the same time, the book also offers rich insights into many innovative teaching practices that justify ESP as an important area of academic study.

*Content and Foreign Language Integrated Learning* Yolanda Ruiz de Zarobe, Juan Manuel Sierra, Francisco Gallardo del Puerto, 2011. This series promotes specialist language studies both in the fields of linguistic theory and applied linguistics by publishing volumes that focus on specific aspects of language use and provide valuable insights into language and communication research. A cross-disciplinary approach is favoured and most European languages are accepted.

Pragmatics of Discourse Klaus P. Schneider, Anne Barron, 2014-06-18. Discourse is language as it occurs in any form or context beyond the speech act. It may be written or spoken, monological or dialogical, but there is always a communicative aim or purpose. The present volume provides systematic orientation in the vast field of studying discourse from a pragmatic perspective. It first gives an overview of a range of approaches developed for the analysis of discourse including, among others, conversation analysis, systemic functional analysis, genre analysis, critical discourse analysis, corpus-driven approaches and multimodal analysis. The focus is furthermore on functional units in discourse such as discourse markers, moves, speech act sequences, discourse phases and silence. The final section of the volume examines discourse types and domains, providing a taxonomy of discourse types and focusing on a range of discourse domains, e.g. classroom discourse, medical discourse, legal discourse, electronic discourse. Each article surveys the current state of the art of the respective topic area while also presenting new research findings.

**Using Corpora in Discourse Analysis** Paul Baker, 2006-06-23. Examines approaches to carrying out discourse analysis (DA) using techniques that are grounded in corpus linguistics. This book evaluates a variety of corpus-based methodologies including collocations, keyness, concordances, dispersion plots and building and annotating corpora.

**Transforming Postsecondary Foreign Language Teaching in the United States** Janet Swaffar, Per Urlaub, 2014-07-25. This volume addresses critical challenges and issues facing foreign language departments in colleges and universities across the U.S. It presents the insights of individuals who have built or are in the process of building foreign language curricula during a major transition period in postsecondary institutions. The authors of

this volume come from various language departments and institutional experience from across the U S including private and public postsecondary foreign language teachers researchers and administrators The chapters address issues and provide templates for curricular change at all learning levels The five sections of this book explore Changing Perceptions about Foreign Language Learning The Case for a Multi literacy FL Curriculum in Concept and Assessment Praxis Curricular Transformations Historical Hurdles and Faculty Heuristics Rethinking the Graduate Curriculum Foreign Languages Integration into the Interdisciplinary University This thought provoking and timely volume addresses the question of how historic and current disciplinary institutional and political conditions affect curricular transformation in collegiate foreign language programs Responding to the issues raised in the 2007 MLA Report this collection of nine essays presents a diversity of curricular models and approaches from different theoretical perspectives focusing on the integration of language and content The book will undoubtedly be of great interest to a broad audience such as foreign language educators curriculum designers administrators graduate students and researchers Nelleke Van Deusen Scholl Yale College CT USA

*Multidisciplinary Perspectives on Multilingualism* Simona Montanari,Suzanne Quay,2019-10-08 Multilingualism is a typical aspect of everyday life for most of the world s population it has existed since the beginning of humanity and among individuals of all backgrounds Nonetheless it has often been treated as a variant of bilingualism or as a phenomenon unique to individual areas of study The purpose of this book is to review current knowledge about the acquisition use and loss of multiple languages using a multidisciplinary perspective highlighting the common themes and stimulating insights that can emerge when multilingualism is viewed from different but related areas of investigation The chapters focus on research evidence showing that multilingualism is a complex phenomenon that involves a myriad of linguistic and extra linguistic forces and that should be studied in its own right as evidence of human potential and capacity for language The book is primarily addressed to students and scholars interested in deepening their understanding of the different facets of multilingualism including the individual and societal circumstances that contribute to it the cognitive and neural mechanisms that make it possible and the dynamics involved in the acquisition use and loss of multiple languages [Analysing Historical Narratives](#) Stefan Berger,Nicola Brauch,Chris Lorenz,2021-05-14 For all of the recent debates over the methods and theoretical underpinnings of the historical profession scholars and laypeople alike still frequently think of history in terms of storytelling Accordingly historians and theorists have devoted much attention to how historical narratives work illuminating the ways they can bind together events shape an argument and lend support to ideology From ancient Greece to modern day bestsellers the studies gathered here offer a wide ranging analysis of the textual strategies used by historians They show how in spite of the pursuit of truth and objectivity the ways in which historians tell their stories are inevitably conditioned by their discursive contexts **Not Ever Absent: Storytelling in Arts, Culture and Identity Formation** ,2019-01-04 This volume was first published by Inter Disciplinary Press in 2015 Storytelling has always played a central role in the formation of

cultures and communities All cultures define themselves and their place in the world through their stories Similarly our identities are largely constructed as narratives and it is with the aid of storytelling that we manage to conceive of ourselves our selves as meaningful wholes Thus storytelling is not ever absent it is to be found in literature social life in the places we visit and the buildings we live in This volume presents storytelling in various appearances from ancient myths and oral history to transmedia narratives and digital stories Different forms of narrative are analysed as is the use of storytelling as a method for e g counselling education and research Throughout twenty five chapters a compelling overview of recent research on the topic is provided both stressing the omnipresence of storytelling and exploring what storytelling is and isn't

**Dialogicity in Written Specialised Genres** Luz Gil-Salom, Carmen Soler-Monreal, 2014-07-15 Dialogicity in Written Specialised Genres analyses how human beings intentionally establish a network of relations that contribute to the construction of discourse in different genres in academic promotional and professional domains in English Spanish and Italian The chapters in the present volume investigate individual voices both those assumed by the writer and those attributed to others and how they act interpersonally and become explicit in the discourse From a number of different research approaches contributing authors focus on various textual components self mention impersonation attribution markers engagement markers attitude markers boosters hedges reporting verbs politeness strategies and citations The collection is unusual in that it addresses these issues not only from the perspective of English but also from that of Spanish and Italian It thus represents a refreshing reassessment of the contrastive dimension in the study of voice and dialogic relations taking into consideration language specialised fields and genre The volume will appeal to researchers interested in language as multidimensional dialogue particularly with regard to different written specialised texts from different linguistic backgrounds Novice writers may also find it of help in order to attain a greater understanding of the dialogic nature of writing

A Practical Guide to Teaching History in the Secondary School Dan Keates, Matt Stanford, Corinne Goullée, 2025-04-09 A Practical Guide to Teaching History in the Secondary School offers comprehensive advice inspiration and a wide range of tried and tested approaches to help you find success in the secondary history classroom Covering all aspects of history teaching it is designed for you to dip in and out of and to enable you to focus on specific areas of teaching your programme or pupils learning This completely revised edition has been rewritten with new chapters reflecting recent work into curriculum thought different types of historical knowledge designing enquiry questions and decolonising the curriculum Emphasising the importance of pedagogy detailed subject knowledge a well informed and diverse curriculum evidence informed practice and a focus on building long term student understanding in the subject the chapters cover Curriculum design Teaching causation and consequence Teaching interpretation and significance Using evidence Delivering a more inclusive and representative history curriculum Progress and assessment Packed with ideas resources and practical teaching activities and underpinned by the latest research this is an essential companion for all training and early career

history teachers      **Applied Linguistics Perspectives on CLIL** Ana Llinares, Tom Morton, 2017-03-16 This book represents the first collection of studies on Content and Language Integrated Learning CLIL which brings together a range of perspectives through which CLIL has been investigated within Applied Linguistics The book aims to show how the four perspectives of Second Language Acquisition SLA Systemic Functional Linguistics SFL Discourse Analysis and Sociolinguistics highlight different important aspects of CLIL as a context for second language development Each of the four sections in the book opens with an overview of one of the perspectives written by a leading scholar in the field and is then followed by three empirical studies which focus on specific aspects of CLIL seen from this perspective Topics covered include motivation the use of tasks pragmatic development speech functions in spoken interaction the use of evaluative language in expressing content knowledge in writing multimodal interaction assessment for learning L1 use in the classroom English medium instruction in universities and CLIL teachers professional identities      *Western Higher Education in Global Contexts* Mohanalakshmi Rajakumar, 2018-10-31 The globalization of American style higher education is a field of study that is undergoing a significant phase with the current expansion of American branch campuses and curricula around the world This volume contributes to the scholarship on the project of implementing and expanding U S influenced curricula in the Middle East and Asia Many of the branch campus projects are only a few decades old making this a liminal moment in the translation and development of higher education worldwide that needs to be captured What are the challenges opportunities and considerations faculty encounter in classrooms in the Middle East Eastern Europe and Asia How do faculty translate western higher educational principles in new contexts Projects like the multiversity international branch campuses of Education City in Doha Qatar demonstrate the interest of foreign governments in western education and training Other collaborations like the Yale National University of Singapore College demonstrate a nationalistic approach where the nation s premiere university maintains as high a profile as the invited collaborator Such a wide range in mission and matriculation of students deserves further study We open the conversation about the complex teaching and learning environment of American style education in a global context Contributions include case studies pedagogical interventions and reflections This volume features chapters by faculty teaching at international branch campuses IBCs or institutions using western curricula such as the worldwide privatized American University system      *The Cold War in the Classroom* Barbara Christophe, Peter Gautschi, Robert Thorp, 2019-10-23 This book is open access under a CC BY 4 0 license This book explores how the socially disputed period of the Cold War is remembered in today s history classroom Applying a diverse set of methodological strategies the authors map the dividing lines in and between memory cultures across the globe paying special attention to the impact the crisis driven age of our present has on images of the past Authors analysing educational media point to ambivalence vagueness and contradictions in textbook narratives understood to be echoes of societal and academic controversies Others focus on teachers and the history classroom showing how unresolved political issues create tensions in

history education They render visible how teachers struggle to handle these challenges by pretending that what they do is just history The contributions to this book unveil how teachers backgrounding the political inherent in all memory practices often nourish the illusion that the history in which they are engaged is all about addressing the past with a reflexive and disciplined approach



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