

Descriptions of Language and Applications to the classroom

View Online



[1]

Aarts, B. et al. 2019. How to teach grammar. Oxford University Press.

[2]

Adolphs, Svenja and Carter, Ronald 2013. Spoken Corpus Linguistics: from monomodal to multimodal. Routledge.

[3]

Allan, Keith 1986. Linguistic meaning. Routledge & Kegan Paul.

[4]

Basturkmen, H. 2001. Descriptions of spoken language for higher level learners: the example of questioning. *ELT Journal*. 55, 1 (Jan. 2001), 4–13.
DOI:<https://doi.org/10.1093/elt/55.1.4>.

[5]

Bhatia, V.K. 1993. Analysing genre: language use in professional settings. Longman.

[6]

Bhatia, V.K. 2008. Genre analysis, ESP and professional practice. *English for Specific Purposes*. 27, 2 (Jan. 2008), 161–174. DOI:<https://doi.org/10.1016/j.esp.2007.07.005>.

[7]

Biber, D. and Conrad, S. 2019. Register, genre, and style. Cambridge University Press.

[8]

Biber, D. and Conrad, S. 2009. Register, genre, and style. Cambridge University Press.

[9]

Biber, D. and Conrad, S. 2009. Register, genre, and style. Cambridge University Press.

[10]

Biber, D. and Reppen, R. eds. 2015. The Cambridge handbook of English corpus linguistics. Cambridge University Press.

[11]

Biber, D. and Reppen, R. eds. 2015. The Cambridge handbook of English corpus linguistics. Cambridge University Press.

[12]

Blissett, C. 1985. A Very Simple Grammar of English. Cengage Learning.

[13]

Blissett, C. 1985. A Very Simple Grammar of English. Cengage Learning.

[14]

Bloor, Meriel and Bloor, Thomas 2007. The practice of critical discourse analysis: an introduction. Hodder Arnold.

[15]

Brazil, David 1994. Pronunciation for advanced learners of English: student's book. Cambridge University Press.

[16]

Brown, Gillian 1990. Listening to spoken English. Longman.

[17]

Brown, Gillian and Yule, George 1983. Discourse analysis. Cambridge University Press.

[18]

Brown, Penelope and Levinson, Stephen C. 1987. Politeness: some universals in language usage. Cambridge University Press.

[19]

Butt, D. et al. 1995. 'How speakers represent the world'. In Using Functional Grammar: An explorer's guide. Macquarie University: National Centre for English Language Teaching and Research. 45-83.

[20]

Bygate, Martin et al. 1994. Grammar and the language teacher. Prentice Hall.

[21]

Bygate, Martin 1987. Speaking. Oxford University Press.

[22]

CAL: Digests: Lexical Approach to Second Language Teaching:

<http://www.cal.org/resource-center/briefs-digests/digests/%28offset%29/60>.

[23]

Cameron, D. 2007. The teacher's guide to grammar. Oxford University Press.

[24]

Cameron, D. 2007. The teacher's guide to grammar. Oxford University Press.

[25]

Carney, Edward 1997. English spelling. Routledge.

[26]

Carter, R. et al. 2013. Vocabulary and language teaching. Routledge.

[27]

Carter, R. 2012. Vocabulary: applied linguistic perspectives. Routledge.

[28]

Carter, R. and McCarthy, M. 2006. Cambridge grammar of English: a comprehensive guide : spoken and written English grammar and usage. Cambridge University Press.

[29]

Carter, R. and McCarthy, M. 2006. Cambridge grammar of English: a comprehensive guide : spoken and written English grammar and usage. Cambridge University Press.

[30]

Carter, Ronald and McCarthy, Michael 2006. Cambridge grammar of English: a

comprehensive guide : spoken and written English grammar and usage. Cambridge University Press.

[31]

Celce-Murcia, M. et al. 2010. Teaching pronunciation: a course book and reference guide. Cambridge University Press.

[32]

Chang, J. Extract from 'Chinese speakers' (from: Learner English: a teacher's guide to interference and other problems. M. Swan and B. Smith, eds. 310–314.

[33]

Chang, J. Extract from 'Chinese speakers' (from: Learner English: a teacher's guide to interference and other problems. M. Swan and B. Smith, eds. 310–314.

[34]

Christie, Frances 2005. Classroom discourse analysis: a functional perspective. Continuum.

[35]

Coady, James et al. 1997. Second language vocabulary acquisition: a rationale for pedagogy. Cambridge University Press.

[36]

Coe, N. Extract from 'Speakers of Spanish and Catalan' (from: Learner English : a teacher's guide to interference and other problems. B. Smith and M. Swan, eds. 90–96.

[37]

Coe, N. Extract from 'Speakers of Spanish and Catalan' (from: Learner English : a teacher's guide to interference and other problems. B. Smith and M. Swan, eds. 90–96.

[38]

Coffin, C. et al. 2009. Exploring English grammar: from formal to functional. Routledge.

[39]

Coffin, C. et al. 2009. Exploring English grammar: from formal to functional. Routledge.

[40]

Cohen, A.D. 2008. Teaching and assessing L2 pragmatics: What can we expect from learners? *Language Teaching*. 41, 02 (Apr. 2008).
DOI:<https://doi.org/10.1017/S0261444807004880>.

[41]

Cook, Guy 1989. *Discourse*. Oxford University Press.

[42]

Cots, J.M. 2006. Teaching 'with an attitude': Critical Discourse Analysis in EFL teaching. *ELT Journal*. 60, 4 (Oct. 2006), 336–345. DOI:<https://doi.org/10.1093/elt/ccl024>.

[43]

Coulthard, Malcolm and Dawson Books 1992. *Advances in spoken discourse analysis*. Routledge.

[44]

Course: Functional Grammar Part 2 (Introducing Transitivity):
<http://stories4learning.com/moodle/course/view.php?id=16>.

[45]

Course: Functional Grammar Part 2 (Introducing Transitivity):
<http://stories4learning.com/moodle/course/view.php?id=16>.

[46]

Crystal, David 2010. The Cambridge encyclopedia of language. Cambridge University Press.

[47]

Crystal, David 2003. The Cambridge encyclopedia of the English language. Cambridge University Press.

[48]

Cushing, I. 2018. Text analysis and representation. Cambridge University Press.

[49]

Cutting, J. 2002. Pragmatics and discourse: a resource book for students. Routledge.

[50]

Cutting, Joan 2002. Pragmatics and discourse: a resource book for students. Routledge.

[51]

Derewianka, B. 1990. Exploring how texts work. Primary English Teaching Association.

[52]

Derewianka, B. 1990. Exploring how texts work. Primary English Teaching Association.

[53]

Design Criteria for Pedagogic Language Rules: <https://mikeswan.net/some-things-i-believe/>.

[54]

Downing, Angela and Locke, Philip 2002. A university course in English grammar. Routledge.

[55]

Eggins, Suzanne and Slade, Diana 1997. Analysing casual conversation. Cassell.

[56]

Features of text forms / Reading / Reviewed resources / Teacher needs / English Online / English - ESOL - Literacy Online website - English - ESOL - Literacy Online:
<http://englishonline.tki.org.nz/>.

[57]

Features of text forms / Reading / Reviewed resources / Teacher needs / English Online / English - ESOL - Literacy Online website - English - ESOL - Literacy Online:
<http://englishonline.tki.org.nz/>.

[58]

Flowerdew, John 2013. Discourse in English language education. Routledge.

[59]

Friginal, E. et al. 2017. Exploring Spoken English Learner Language Using Corpora: Learner Talk. Springer International Publishing.

[60]

Garcia Lecumberri, Maria Luisa and Maidment, John A. 2000. English transcription course. Arnold.

[61]

Gee, James Paul and Handford, Michael 2011. The Routledge handbook of discourse analysis. Routledge.

[62]

Gee, J.P. and Handford, M. 2011. The Routledge handbook of discourse analysis. Routledge.

[63]

Gerngross, Gèunter 2007. Teaching grammar creatively. Cambridge University Press.

[64]

Giovanelli, M. and National Association for the Teaching of English 2015. Teaching grammar, structure and meaning: exploring theory and practice for post-16 English language teachers. Routledge.

[65]

Goddard, Cliff 1998. Semantic analysis: a practical introduction. Oxford University Press.

[66]

Greenbaum, Sidney and Quirk, Randolph 1990. A student's grammar of the English language. Longman.

[67]

Greet, Theunissen Analysis of the visual channel of communication in a corpus of TED Talks presentations.

[68]

Hall, C.J. et al. 2011. Mapping applied linguistics: a guide for students and practitioners. Routledge.

[69]

Hall, Nick and Shepherd, John 2008. The anti-grammar grammar book: a teacher's resource book of discovery activities for grammar teaching. ELB Pub.

[70]

Halliday, M.A.K. and Hasan, R. 1976. Cohesion in English. Longman.

[71]

Halliday, M.A.K. and Matthiessen, C.M.I.M. 2013. Halliday's introduction to functional grammar. Routledge.

[72]

Halliday, M.A.K. and Webster, J. 2014. Text linguistics: the how and why of meaning. Equinox Publishing Ltd.

[73]

Halliday, M.A.K. and Webster, J. 2014. Text linguistics: the how and why of meaning. Equinox Publishing Ltd.

[74]

Hancock, Mark 2012. English pronunciation in use: self-study and classroom use, Intermediate. Cambridge University Press.

[75]

Hoey, Michael 2001. Textual interaction: an introduction to written discourse analysis.

Routledge.

[76]

Hunston, S. et al. 2010. Introducing applied linguistics: concepts and skills. Routledge.

[77]

Hurford, James R. et al. 2007. Semantics: a coursebook. Cambridge University Press.

[78]

Hyland, K. and Paltridge, B. 2011. Continuum companion to discourse analysis. Continuum.

[79]

Hyland, Ken 2009. Academic discourse: English in a global context. Continuum.

[80]

Is there life after grammar? <https://londontfe.com/blog/is-there-life-after-grammar->.

[81]

Jenkins, J. 2003. World Englishes: a resource book for students. Routledge.

[82]

Jenkins, Jennifer 2000. The phonology of English as an international language: new models, new norms, new goals. Oxford University Press.

[83]

Julia Ludewig 'TED talks as an emergent genre'. CLCWeb: Comparative Literature and

Culture. DOI:<https://doi.org/10.7771/1481-4374.2946>>.

[84]

Kelly, Gerald 2000. How to teach pronunciation. Longman.

[85]

Kennedy, C. 1995. Wish you were here: 'little' texts and language awareness. *Language Awareness*. 4, 3 (Jan. 1995), 161-172.
DOI:<https://doi.org/10.1080/09658416.1995.9959878>.

[86]

Kenworthy, Joanne 2000. The pronunciation of English: a workbook. Arnold.

[87]

Kettle-Muspratt, F. Step-by-Step with functional Grammar.

[88]

Levinson, Stephen C. 1983. *Pragmatics*. Cambridge University Press.

[89]

Lewis, M. 2002. *The English verb: an exploration of structure and meaning*. Heinle/Cengage Learning.

[90]

Lewis, M. 2002. *The English verb: an exploration of structure and meaning*. Heinle/Cengage Learning.

[91]

Lewis, Michael 2002. The English verb: an exploration of structure and meaning. Heinle/Cengage Learning.

[92]

Lewis, Michael 2002. The lexical approach: the state of ELT and a way forward. Thomson Heinle.

[93]

Lewis, Michael and Conzett, Jane 2000. Teaching collocation: further developments in the lexical approach. Language Teaching.

[94]

Lewis, Michael and Gough, Cherry 2002. Implementing the lexical approach: putting theory into practice. Thomson.

[95]

Littlemore, J. 2009. Applying cognitive linguistics to second language learning and teaching . Palgrave Macmillan.

[96]

Littlemore, J. 2009. Applying cognitive linguistics to second language learning and teaching . Palgrave Macmillan.

[97]

Littlemore, J. 2009. Applying cognitive linguistics to second language learning and teaching . Palgrave Macmillan.

[98]

Lyons, John 1995. Linguistic semantics: an introduction. Cambridge University Press.

[99]

Marr, T. and English, F. 2019. Rethinking TESOL in diverse global settings: the language and the teacher in a time of change. Bloomsbury Academic.

[100]

Marra, M. 2012. Discourse Analysis and Conversation Analysis. The Encyclopedia of Applied Linguistics. C.A. Chapelle, ed. Blackwell Publishing Ltd.

[101]

Martin, J. R. and Rose, David 2008. Genre relations: mapping culture. Equinox Pub.

[102]

Matthews, P.H. 2003. Linguistics: a very short introduction. Oxford University Press.

[103]

McCarthy, Michael 1991. Discourse analysis for language teachers. Cambridge University Press.

[104]

Media and discourse analysis:

<https://dspace.mic.ul.ie/bitstream/handle/10395/1681/O%e2%80%99Keeffe%2c%20A.%20%282011%29%20%e2%80%98Media%20and%20Discourse%20Analysis%e2%80%99%28Book%20Chapter%29.pdf?sequence=2&isAllowed=y>.

[105]

Moon, R. 1997. Vocabulary connections : multi-word items in English (chapter 1.3) (from: Vocabulary : description, acquisition and pedagogy). N. Schmitt and M. McCarthy, eds. 40-63.

[106]

Nation, I.S.P. 2013. Learning vocabulary in another language. Cambridge University Press.

[107]

Nattinger, J.R. 1980. A Lexical Phrase Grammar for ESL. TESOL Quarterly. 14, 3 (1980), 337–344.

[108]

Nolasco, Rob and Arthur, Lois 1987. Conversation. Oxford University Press.

[109]

O'Keeffe, A. et al. 2007. From corpus to classroom: language use and language teaching. Cambridge University Press.

[110]

Oxford University Press - OUP - UK Official Home Page of Oxford University Press - Oxford Books: <http://ukcatalogue.oup.com/>.

[111]

Paltridge, B. 2012. Discourse analysis: an introduction. Bloomsbury Academic, Bloomsbury Publishing Plc.

[112]

Paltridge, B. 1996. Genre, text type, and the language learning classroom. ELT Journal. 50, 3 (Jul. 1996), 237–243. DOI:<https://doi.org/10.1093/elt/50.3.237>.

[113]

Paltridge, Brian 2001. Genre and the language learning classroom. University of Michigan

Press.

[114]

Parrott, Martin 2010. Grammar for English language teachers. Cambridge University Press.

[115]

PearsonELT.com - worksheets, lesson plans, videos and teacher resources for all levels of English: <https://www.pearson.com/english/professional-development/resources.html>.

[116]

Pennington, Martha C. 2007. Phonology in context. Palgrave Macmillan.

[117]

Pennington, Martha C. 1996. Phonology in English language teaching: an international approach. Longman.

[118]

Penston, Tony 2005. A concise grammar for English language teachers. TP Publications.

[119]

Publisher site: Macmillan English: <http://www.macmillanenglish.com/teaching/>.

[120]

Reed, M. and Levis, J. eds. 2015. The handbook of English pronunciation. Wiley-Blackwell.

[121]

Reed, M. and Levis, J. eds. 2015. The handbook of English pronunciation. Wiley-Blackwell.

[122]

Richards, Jack C. and Rodgers, Theodore S. 1986. Approaches and methods in language teaching: a description and analysis. Cambridge University Press.

[123]

Richards, J.C. and Schmidt, R.W. 2010. Longman dictionary of language teaching and applied linguistics. Routledge.

[124]

Richards, Keith and Seedhouse, Paul 2005. Applying conversation analysis. Palgrave Macmillan.

[125]

Roach, P. 2009. English phonetics and phonology: a practical course. Cambridge University Press.

[126]

Rogerson, Pamela and Gilbert, Judy B. 1990. Speaking clearly: pronunciation and listening comprehension for learners of English. Cambridge University Press.

[127]

Schmitt, Norbert 2002. An introduction to applied linguistics. Arnold.

[128]

Schmitt, Norbert and McCarthy, Michael 1997. Vocabulary: description, acquisition and pedagogy. Cambridge University Press.

[129]

Schmitt, Norbert and McCarthy, Michael 1997. Vocabulary: description, acquisition and pedagogy. Cambridge University Press.

[130]

Scollon, R. 2000. Generic variability in news stories in Chinese and English: A contrastive discourse study of five days' newspapers. *Journal of Pragmatics*. 32, 6 (May 2000), 761–791. DOI:[https://doi.org/10.1016/S0378-2166\(99\)00092-2](https://doi.org/10.1016/S0378-2166(99)00092-2).

[131]

Scrivener, Jim 2010. Teaching English grammar: what to teach and how to teach it. Macmillan Education.

[132]

Seedhouse, P. 2006. Conversation Analysis and language learning. *Language Teaching*. 38, 04 (Feb. 2006). DOI:<https://doi.org/10.1017/S0261444805003010>.

[133]

Seedhouse, Paul 2004. The interactional architecture of the language classroom: a conversation analysis perspective. Blackwell.

[134]

Sicola, L. and Darcy, I. 2015. Integrating Pronunciation into the Language Classroom. *The Handbook of English Pronunciation*. M. Reed and J.M. Levis, eds. John Wiley & Sons, Inc. 471–487.

[135]

Smith, B. Extract from 'Arabic speakers' (from: *Learner English: a teacher's guide to interference and other problems*. B. Smith and M. Swan, eds. 195–199.

[136]

Smith, B. Extract from 'Arabic speakers' (from: Learner English: a teacher's guide to interference and other problems. B. Smith and M. Swan, eds. 195–199.

[137]

Sounds of English: Online Activities for working with ESOL students:
<https://www.soundsofenglish.org/>.

[138]

Sounds: The Phonemic Chart: <http://www.developingteachers.com/phonology/sounds.htm>.

[139]

Sounds: The Pronunciation App:
<https://www.macmillanstraightforward.com/resources/sounds-pronunciation-app/>.

[140]

Sugimoto, C.R. et al. 2013. Scientists Popularizing Science: Characteristics and Impact of TED Talk Presenters. PLoS ONE. 8, 4 (Apr. 2013).
DOI:<https://doi.org/10.1371/journal.pone.0062403>.

[141]

Swales, John M. et al. 2009. Abstracts and the writing of abstracts. University of Michigan Press.

[142]

Swales, John M. 1990. Genre analysis: English in academic and research settings. Cambridge University Press.

[143]

Swan, Michael and Smith, Bernard 2001. *Learner English: a teacher's guide to interference and other problems*. Cambridge University Press.

[144]

Tallerman, M. 2015. *Understanding syntax*. Routledge.

[145]

Tannen, D. et al. eds. 2015. *The handbook of discourse analysis*. Wiley Blackwell.

[146]

Teacher zones | Cambridge University Press | ELT:
http://www.cambridge.org/gb/elt/teachers/?site_locale=en_GB.

[147]

Teaching Pronunciation Ideas: <https://englishglobalcom.wordpress.com/articles/>.

[148]

TeachingEnglish | British Council | BBC: <http://www.teachingenglish.org.uk/>.

[149]

Thompson, G. 2001. Interaction in academic writing: learning to argue with the reader. *Applied Linguistics*. 22, 1 (Mar. 2001), 58–78. DOI:<https://doi.org/10.1093/applin/22.1.58>.

[150]

Thornbury, S. 2016. *About language: tasks for teachers of English*. Cambridge University Press.

[151]

Thornbury, S. 2017. About language: tasks for teachers of English. Cambridge University Press.

[152]

Thornbury, S. 2016. About language: tasks for teachers of English. Cambridge University Press.

[153]

Thornbury, S. 1999. How to teach grammar. Pearson Longman.

[154]

Thornbury, S. and Slade, D. 2006. Conversation: From Description to Pedagogy. Cambridge University Press.

[155]

Thornbury, Scott 2005. Beyond the sentence: introducing discourse analysis. Macmillan Education.

[156]

Thornbury, Scott 1999. How to teach grammar. Pearson Longman.

[157]

Thornbury, Scott 2002. How to teach vocabulary. Longman.

[158]

Thornbury, Scott 2005. Uncovering grammar. Macmillan Education.

[159]

Tsui, Amy 1995. *Introducing classroom interaction*. Penguin English.

[160]

Tyler, A. 2012. *Cognitive linguistics and second language learning: theoretical basics and experimental evidence*. Routledge.

[161]

Tyler, A. 2012. *Cognitive linguistics and second language learning: theoretical basics and experimental evidence*. Routledge.

[162]

Underhill, A. 2005. *Sound foundations: learning and teaching pronunciation*. Macmillan.

[163]

Unsworth, L. 2005. *Researching language in schools and communities: functional linguistic perspectives*. Continuum.

[164]

Unsworth, L. 2005. *Researching language in schools and communities: functional linguistic perspectives*. Continuum.

[165]

Unsworth, L. 2005. *Researching language in schools and communities: functional linguistic perspectives*. Continuum.

[166]

Unsworth, L. 2005. *Researching language in schools and communities: functional linguistic*

perspectives. Continuum.

[167]

Walsh, S. 2002. Construction or obstruction: teacher talk and learner involvement in the EFL classroom. *Language Teaching Research*. 6, 1 (Jan. 2002), 3-23.
DOI:<https://doi.org/10.1191/1362168802lr095oa>.

[168]

Walsh, S. 2006. *Investigating classroom discourse*. Taylor and Francis.

[169]

Wells, J. C. 2006. *English intonation: an introduction*. Cambridge University Press.

[170]

Wichmann, Anne 1997. *Teaching and language corpora*. Longman.

[171]

Willis, D. 2003. *Rules, patterns and words: grammar and lexis in English language teaching*. Cambridge University Press.

[172]

Willis, D. 2003. *Rules, patterns and words: grammar and lexis in English language teaching*. Cambridge University Press.

[173]

Willis, D. 2003. *Rules, patterns and words: grammar and lexis in English language teaching*. Cambridge University Press.

[174]

Young, L. et al. 2006. The power of language: how discourse influences society. Equinox Publishing Ltd.

[175]

Young, L. and Fitzgerald, B. 2006. The power of language: how discourse influences society . Equinox Publishing Ltd.

[176]

Young, L. and Fitzgerald, B. 2006. The power of language: how discourse influences society . Equinox Publishing Ltd.

[177]

2010. Corpus linguistics in language teaching. Peter Lang.