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# Context And Culture In Language Teaching

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**Context and Culture in Language Teaching** *Oxford University Press*

This is an attempt to redraw the boundaries of foreign language study. It focuses attention not just on cultural knowledge as a necessary aspect of communicative competence, but as an educational objective in its own right, as an end as well as a means of language learning. Winner MLA Kenneth W Mildener Prize

**Context and Culture in Language Teaching and Learning** *Multilingual Matters*

The chapters in this book all address the significance of the relationship between the aims and methods of language teaching and the contexts in which it takes place. Some consider the implications for the ways in which we research language teaching; others present the results of research and development work.

**Corpus Linguistics, Context and Culture** *Walter de Gruyter GmbH & Co KG*

Corpus Linguistics, Context and Culture demonstrates the potential of corpus linguistic methods for investigating language patterns across a range of contexts. Organised in three sections, the chapters range from detailed case studies on lexicogrammatical patterns to fundamental discussions of meaning as part of the 'discourse, contexts and cultures' theme. The final part on 'learner contexts' specifically emphasises the need for mixed-method approaches and the consideration of pedagogical implications for real world contexts. Beyond its contribution to

current debates in the field, this edited volume indicates new directions in cross-disciplinary work.

**The Russian Context**

**The Culture Behind the Language** *Slavica Pub*

Produced to complement Gerhart's previous book, *The Russian's World*, this substantial tome contains a dozen contributed chapters (from professors at various American universities) on many aspects of Russian culture, including poetry, prose, children's literature, theater, art, popular entertainment, geography, and government. The idea is to present cultural context that enables and enhances study of the language. While most readers are likely to have had some Russian, those with just an interest in Russian culture will also find the material accessible and useful. Arrangement is in sections on history, language, spectacle, and reality; and appendices supply additional information and resources. Indexing is in both English and Russian. Annotation copyrighted by Book News, Inc., Portland, OR.

**How People Learn II**

**Learners, Contexts, and Cultures** *National Academies Press*

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* was

published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. *How People Learn II: Learners, Contexts, and Cultures* provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. *How People Learn II* will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

### Words in Context

#### **A Japanese Perspective on Language and Culture** *Kodansha Amer Incorporated*

This is an examination of the effect of cultural tradition on the Japanese language. It offers an insight into the unique nuances of Japanese language and thought and charts the development of

the Japanese language. An exploration of the intimate relationship between language and life- style, psychology, and culture. Suzuki convincingly illustrates the dangers of isolating words from their cultural context, and focuses on the types of misperceptions that result from such widely held practices.

### Language and Linguistics in Context

#### **Readings and Applications for Teachers** *Routledge*

Taking a sociocultural and educational approach, *Language and Linguistics in Context: Readings and Applications for Teachers*: \*introduces basic linguistic concepts and current perspectives on language acquisition; \*considers the role of linguistic change (especially in English) in the politics of language; \*acknowledges the role of linguists in current policies involving language; \*offers insights into the relationship between the structure of language systems and first- and second-language acquisition; the study of language across culture, class, race, gender, and ethnicity; and between language study and literacy and education; and \*provides readers with a basis for understanding current educational debates about bilingual education, non-standard dialects, English only movements, literacy methodologies, and generally the importance to teaching of the study of language. The text is organized into three thematic units - "What is Language and How is It Acquired?"; "How Does Language Change?"; and "What is Literacy?". To achieve both breadth and depth - that is, to provide a "big picture" view of basic linguistics and at the same time make it specific enough for the beginner - a selection of readings, including personal language narratives, is

provided to both introduce and clarify linguistic concepts. The readings, by well-known theoretical and applied linguists and researchers from various disciplines, are diverse in level and range of topics and vary in level of linguistic formalism. Pedagogical features: This text is designed for a range of courses in English and language arts, bilingualism, applied linguistics, and ESL courses in teacher education programs. Each unit contains a substantive introduction to the topic, followed by the readings. Each reading concludes with Questions to Think About including one Extending Your Understanding question, and a short list of Terms to Define. Each unit ends with additional Extending Your Understanding and Making Connections activities that engage readers in applying what they have read to teaching and suggested projects and a bibliography of Print and Web Resources. The readings and apparatus are arranged so that the material can be modified to fit many course plans and schemes of presentation. To help individual instructors make the most effective use of the text in specific classes, a set of matrixes is provided suggesting configurations of readings for different types of linguistics and education classes.

### Metaphor in Use

**Context, Culture, and Communication** *John Benjamins Publishing*

Metaphor is a fascinating phenomenon, but it is also complex and multi-faceted, varying in how it is manifested in different modes of expression, languages, cultures, or time-scales. How then can we reliably identify metaphors in different contexts? How does

the language or culture of speakers and hearers affect the way metaphors are produced or interpreted? Are the methods employed to explore metaphors in one context applicable in others? The sixteen chapters that make up this volume offer not only detailed studies of the situated use of metaphor in language, gesture, and visuals around the world – providing important insights into the different factors that produce variation – but also careful explication and discussion of the methodological issues that arise when researchers approach metaphor in diverse 'real world' contexts. The book constitutes an important contribution to applied metaphor studies, and will prove an invaluable resource for the novice and experienced metaphor researcher alike.

### Linguistics Across Cultures

### Applied Linguistics for Language Teachers

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### The Culture Map

**Breaking Through the Invisible Boundaries of Global Business** *PublicAffairs*

An international business expert helps you understand and navigate cultural differences in this insightful and practical guide,

perfect for both your work and personal life. Americans precede anything negative with three nice comments; French, Dutch, Israelis, and Germans get straight to the point; Latin Americans and Asians are steeped in hierarchy; Scandinavians think the best boss is just one of the crowd. It's no surprise that when they try and talk to each other, chaos breaks out. In *The Culture Map*, INSEAD professor Erin Meyer is your guide through this subtle, sometimes treacherous terrain in which people from starkly different backgrounds are expected to work harmoniously together. She provides a field-tested model for decoding how cultural differences impact international business, and combines a smart analytical framework with practical, actionable advice.

### **Rethinking Context**

#### **Language as an Interactive Phenomenon** *Cambridge University Press*

The essays in this collection critically re-examine the concept of context from a variety of different angles.

### **Ethnopragsmatics**

#### **Understanding Discourse in Cultural Context** *Walter de Gruyter*

The studies in this volume show how speech practices can be understood from a culture-internal perspective, in terms of values, norms and beliefs of the speech communities concerned. Focusing on examples from many different cultural locations, the contributing authors ask not only: 'What is distinctive about these

particular ways of speaking?', but also: 'Why - from their own point of view - do the people concerned speak in these particular ways? What sense does it make to them?'. The ethnopragsmatic approach stands in opposition to the culture-external universalist pragmatics represented by neo-Gricean pragmatics and politeness theory. Using "cultural scripts" and semantic explications - techniques developed over 20 years work in cross-cultural semantics by Anna Wierzbicka and colleagues - the authors examine a wide range of phenomena, including: speech acts, terms of address, phraseological patterns, jocular irony, facial expressions, interactional routines, discourse particles, expressive derivation, and emotionality. The authors and languages are: Anna Wierzbicka (English), Cliff Goddard (Australian English), Jock Wong (Singapore English), Zhengdao Ye (Chinese), Catherine Travis (Colombian Spanish), Rie Hasada (Japanese) and Felix Ameka (Ewe). Taken together, these studies demonstrate both the profound "cultural shaping" of speech practices, and the power and subtlety of new methods and techniques of a semantically grounded ethnopragsmatics. The book will appeal not only to linguists and anthropologists, but to all scholars and students with an interest in language, communication and culture.

### **Space and Time in Languages and Cultures**

#### **Language, Culture, and Cognition** *John Benjamins Publishing*

This is an interdisciplinary volume that focuses on the central topic of the representation of events, namely cross-cultural differences in representing time and space, as well as various

aspects of the conceptualisation of space and time. It brings together research on space and time from a variety of angles, both theoretical and methodological. Crossing boundaries between and among disciplines such as linguistics, psychology, philosophy, or anthropology forms a creative platform in a bold attempt to reveal the complex interaction of language, culture, and cognition in the context of human communication and interaction. The authors address the nature of spatial and temporal constructs from a number of perspectives, such as cultural specificity in determining time intervals in an Amazonian culture, distinct temporalities in a specific Mongolian hunter community, Russian-specific conceptualisation of temporal relations, Seri and Yucatec frames of spatial reference, memory of events in space and time, and metaphorical meaning stemming from perception and spatial artefacts, to name but a few themes. The topic of space and time in language and culture is also represented, from a different albeit related point of view, in the sister volume *Space and Time in Languages and Cultures: Linguistic Diversity* (HCP 36) which focuses on the language-specific vis-à-vis universal aspects of linguistic representation of spatial and temporal reference.

### **Language, Culture, and Teaching**

#### **Critical Perspectives** *Routledge*

Distinguished multiculturalist Sonia Nieto speaks directly to current and future teachers in this thoughtful integration of a selection of her key writings with creative pedagogical features. Offering information, insights, and motivation to teach students

of diverse cultural, racial, and linguistic backgrounds, examples are included throughout to illustrate real-life dilemmas about diversity that teachers face in their own classrooms; ideas about how language, culture, and teaching are linked; and ways to engage with these ideas through reflection and collaborative inquiry. Designed for upper-undergraduate and graduate-level students and professional development courses, each chapter includes critical questions, classroom activities, and community activities suggesting projects beyond the classroom context. *Language, Culture, and Teaching* • explores how language and culture are connected to teaching and learning in educational settings; • examines the sociocultural and sociopolitical contexts of language and culture to understand how these contexts may affect student learning and achievement; • analyzes the implications of linguistic and cultural diversity for classroom practices, school reform, and educational equity; • encourages practicing and preservice teachers to reflect critically on their classroom practices, as well as on larger institutional policies related to linguistic and cultural diversity based on the above understandings; and • motivates teachers to understand their ethical and political responsibilities to work, together with their students, colleagues, and families, for more socially just classrooms, schools, and society. **Changes in the Third Edition:** This edition includes new and updated chapters, section introductions, critical questions, classroom and community activities, and resources, bringing it up-to-date in terms of recent educational policy issues and demographic changes in the U.S. and beyond. The new chapters reflect Nieto's current thinking about the profession and society, especially about changes in the

teaching profession, both positive and negative, since the publication of the second edition of this text.

## Japanese Communication

### **Language and Thought in Context** *University of Hawaii Press*

In an accessible and original study of the Japanese language in relation to Japanese society and culture, Senko Maynard characterizes the ways of communicating in Japanese and explores Japanese language-associated modes of thinking and feeling. *Japanese Communication: Language and Thought in Context* opens with a comparison of basic American and Japanese values via cultural icons--the cowboy and the samurai--before leading the reader to the key concept in her study: rationality. Writing for those who have a basic knowledge of Japanese language and culture, Maynard examines topics such as masculine and feminine speech, swearing, expressions of ridicule and conflict, adverbs of emotional attitude and the eloquence of silence. Maynard provides a refreshing and entertaining perspective for interpreting contemporary Japan, sometimes in contrast to the United States.

## Signals Without Words

### **Things Fall Apart** *Penguin UK*

Okonkwo is the greatest warrior alive, famous throughout West Africa. But when he accidentally kills a clansman, things begin to fall apart. Then Okonkwo returns from exile to find missionaries and colonial governors have arrived in the village. With his world

thrown radically off-balance he can only hurtle towards tragedy. Chinua Achebe's stark novel reshaped both African and world literature. This arresting parable of a proud but powerless man witnessing the ruin of his people begins Achebe's landmark trilogy of works chronicling the fate of one African community, continued in *Arrow of God* and *No Longer at Ease*.

## Language, Culture, and Power

### **Bilingual Families and the Struggle for Quality Education**

*SUNY Press*

Provides insights into the impact that eliminating bilingual education programs has on the lives of families and communities. Persuasively argues that linguistic repression is an unwise language policy for a democratic nation.

### **Language Policy, Culture, and Identity in Asian Contexts**

*Routledge*

Bringing together scholarship on issues relating to language, culture, and identity, with a special focus on Asian countries, this volume makes an important contribution in terms of analyzing and demonstrating how language is closely linked with crucial social, political, and economic forces, particularly the tensions between the demands of globalization and local identity. A particular feature is the inclusion of countries that have been under-represented in the research literature, such as Nepal, Bangladesh, Brunei Darussalam, Pakistan, Cambodia, Vietnam, and Korea. The book is organized in three sections: Globalization and its Impact on Language Policies, Culture, and Identity

Language Policy and the Social (Re)construction of National Cultural Identity Language Policy and Language Politics: The Role of English. Unique in its attention to how the domination of English is being addressed in relation to cultural values and identity by non-English speaking countries in a range of sociopolitical contexts, this volume will help readers to understand the impact of globalization on non-English speaking countries, particularly developing countries, which differ significantly from contexts in the West in their cultural orientations and the way identities are being constructed. Language Policy, Culture, and Identity in Asian Contexts will interest scholars and research students in the areas of language policy, education, sociolinguistics, applied linguistics, and critical linguistics. It can be adopted in graduate and advanced undergraduate courses on language policy, language in society, and language education.

**Language** *Cambridge University Press*

A seminal 1921 work by the linguist Edward Sapir, outlining his influential ideas and hypotheses on language and its speakers.

**Language in the Context of Culture**

**The Metaphor of "Europe as Home" in this Day and Age**

**MULTILINGUAL AND MULTICULTURAL CONTEXT AND CULTURE IN LANGUAGE TEACHING AND LEARNING.**

**Markets in their Place**

**Context, Culture, Finance** *Routledge*

Markets are usually discussed in abstract terms, as an economic organizing principle, a generalized alternative to government planning, or even as powerful actors in their own right, able to shape local and national economic destinies. But markets are not abstract. Even as the idea of the market seduces politicians around the world to take advantage of their abstract qualities, they constantly run up against material reality. Markets are always somewhere, in place, and it is in place that the smooth theories of markets falter and fail. More than simply being embedded in particular places, markets necessarily emerge in the various political, social, cultural, and environmental relations that exist in and between places. Markets shape places, but the reverse is also true. This collection of essays approaches markets from the ground up, and from a part of the world often still regarded as peripheral to global capitalism: the South Pacific. With a wide variety of case studies, including on indigenous economies, childcare, agriculture, wine, electricity metering, finance, education, and housing, the authors show how complex local, social and cultural politics matter to how markets are made within and between places, and the insights that can be gleaned from studying markets in this part of the world. They explore the way superficially similar markets work out differently in different places, and why, as well as examining how market relations are constructed in places outside and on the edges of the centres of Western capitalism, and what this says back to how markets are understood in those centres. The book will be of particular interest to scholars and students working in and between economic geography, cultural economy, political economy,

economic sociology, and more.

## **Culture and Technology**

### **A Primer** *Peter Lang Pub Incorporated*

Revised edition of Culture + technology / Jennifer Daryl Slack, J. Macgregor Wise. 2005.

## **Sign Languages**

### **Structures and Contexts** *Routledge*

Sign Languages: Structures and Contexts provides a succinct summary of major findings in the linguistic study of natural sign languages. Focusing on American Sign Language (ASL), this book: offers a comprehensive introduction to the basic grammatical components of phonology, morphology, and syntax with examples and illustrations; demonstrates how sign languages are acquired by Deaf children with varying degrees of input during early development, including no input where children create a language of their own; discusses the contexts of sign languages, including how different varieties are formed and used, attitudes towards sign languages, and how language planning affects language use; is accompanied by e-resources, which host links to video clips. Offering an engaging and accessible introduction to sign languages, this book is essential reading for students studying this topic for the first time with little or no background in linguistics.

## **The Korean Language**

### **Structure, Use and Context** *Routledge*

Suitable for students of all levels, this book provides a general description of the Korean language by highlighting important structural aspects whilst keeping technical details to a minimum. By examining the Korean language in its geographical, historical, social and cultural context the reader is able to gain a good understanding of its speakers and the environment in which it is used. The book covers a range of topics on Korean including its genetic affiliation, historical development, sound patterns, writing systems, vocabulary, grammar and discourse. The text is designed to be accessible, primarily to English-speaking learners of Korean and scholars working in disciplines other than linguistics, as well as serving as a useful introduction for general linguists. The book complements Korean language textbooks used in the classroom and will be welcomed not only by readers with a wider interest in Korean studies, but also by Asian specialists in general.

## **Understanding Context in Language Use and Teaching**

### **An ELF Perspective** *Routledge*

This book is a guide to understanding and applying the essential, heretofore elusive, notion of context in language study and pedagogy. Éva Illés offers a new, critical, systematic theoretical framework, then applies that framework to practical interactions and issues in communicative language teaching rooted in English as a Lingua Franca. By linking theory and practice for research and teaching around the world, this book brings a new awareness of how context can be conceptualised and related to language

pedagogy to advanced students, teachers, teacher educators and researchers of language teaching, applied linguistics and pragmatics.

### **Reconsidering Context in Language Assessment**

#### **Transdisciplinary Perspectives, Social Theories, and Validity** *Routledge Studies in Applied Linguistics*

This volume reconsiders the role of context in language testing and assessment by applying key social theories, including theories of genre, situated learning, intercultural communication, multimodality, and interaction, to language testing and assessment research and practice. While cognitive, measurement, and psychometric perspectives have largely informed existing language testing research and its understanding of context, this book offers an alternative, socio-theoretical perspective. The potential of social theories in reconsiderations of context is exemplified by research studies that address, for example, the diagnostic assessment of writing across genres, proficiency assessment in classroom and workplace settings, and multimodal communication. Taken as a whole, the book provides a reconceptualization of context in language testing and assessment, viewed through a socio-theoretical lens, and makes the case that such a perspective provides new insights and increased understanding. This volume will be essential reading for students and researchers in language testing and assessment, applied linguistics, curriculum studies, as well as practitioners in these same fields.

### **Language and Learning in a Post-Colonial Context**

#### **A Critical Ethnographic Study in Schools in Haiti** *Routledge*

This book explores the social, political, and historical forces that mediate language ideology and practices in post-colonial education and how such ideology and practices influence students' academic achievement. Jean-Pierre provides empirical evidence that a relationship exists between language practices and school underperformance. He takes Haiti as the focus of study, finding that students and teachers experience difficulty constructing knowledge in a setting in which the language they speak at home (Creole) differs from the language of instruction (French). The research is based on ethnographic data collected in classrooms in both private and public school settings in addition to different sectors of the society (e.g. state and private institutions).

#### **Contexts in Translating** *John Benjamins Publishing*

Contexts in Translating is designed to help translators understand the varieties of contexts and their importance for understanding a text and reproducing the meaning in another language. The contexts include the historical setting of writing a text, the cultural components that make a text unique, the types of audiences for which the translation is intended, and the most efficient and effective ways of producing a satisfactory representation of the source-language text. The structural levels of language are described, and the principal features of text organization are also explained. In addition, the main features of various books on translation are outlined, and a chapter on basic

theories of translation is followed by a selective bibliography.

## **Reframing Biblical Studies**

### **When Language and Text Meet Culture, Cognition, and Context** *Penn State Press*

Until recently, biblical studies and studies of the written and material culture of the ancient Near East have been fragmented, governed by experts who are confined within their individual disciplines' methodological frameworks and patterns of thinking. The consequence has been that, at present, concepts and the terminology for examining the interaction of textual and historical complexes are lacking. However, we can learn from the cognitive sciences. Until the end of the 1980s, neurophysiologists, psychologists, pediatricians, and linguists worked in complete isolation from one another on various aspects of the human brain. Then, beginning in the 1990s, one group began to focus on processes in the brain, thereby requiring that cell biologists, neurologists, psychiatrists, psychologists, linguists, and other relevant scientists collaborate with each other. Their investigation revealed that the brain integrates all kinds of information; if this were not the case, we would not be able to catch even a glimpse of the brain's processing activity. By analogy, van Wolde's proposal for biblical scholarship is to extend its examination of single elements by studying the integrative structures that emerge out of the interconnectivity of the parts. This analysis is based on detailed studies of specific relationships among data of diverse origins, using language as the essential device that links and permits expression. This method can be called a cognitive

relational approach. Van Wolde bases her work on cognitive concepts developed by Ronald Langacker. With these concepts, biblical scholars will be able to study emergent cognitive structures that issue from biblical words and texts in interaction with historical complexes. Van Wolde presents a method of analysis that biblical scholars can follow to investigate interactions among words and texts in the Hebrew Bible, material and nonmaterial culture, and comparative textual and historical contexts. In a significant portion of the book, she then exemplifies this method of analysis by applying it to controversial concepts and passages in the Hebrew Bible (the crescent moon; the in-law family; the city gate; differentiation and separation; Genesis 1, 34; Leviticus 18, 20; Numbers 5, 35; Deuteronomy 21; and Ezekiel 18, 22, 33).

### **Vygotsky's Educational Theory in Cultural Context** *Cambridge University Press*

This 2003 book comprehensively covers all major topics of Vygotskian educational theory and its classroom applications. Particular attention is paid to the Vygotskian idea of child development as a consequence rather than premise of learning experiences. Such a reversal allows for new interpretations of the relationships between cognitive development and education at different junctions of the human life span. It also opens new perspectives on atypical development, learning disabilities, and assessment of children's learning potential. Classroom applications of Vygotskian theory are discussed in the book. Teacher training and the changing role of a teacher in a sociocultural classroom is discussed in addition to the issues of

teaching and learning activities and peer interactions. Relevant research findings from the US, Western Europe, and Russia are brought together to clarify the possible new applications of Vygotskian ideas in different disciplinary areas.

### **Context in the System and Process of Language** *Equinox*

The concept "context of situation" introduced by Malinowski some eighty years ago has now become an essential element of the vocabulary of any linguistic theory whose aim is to reveal the nature of language. With the abandonment of the spurious distinction between competence and performance, the process of language, i.e., language use, has claimed its rightful place in the study of language. The chapters of this book focus on the relations of context and text, conceptualising the latter as language operative in some recognizable social context. It is argued that context is not simply a backdrop for the occurrence of words; rather, it is an active element which on the one hand plays a crucial role in the progression of human discourse and on the other enters into and shapes the very nature of language as process and as system, furnishing the foundation for functionality in language. Acting as the interface between language and society, context analysis reveals the power of language for creating, maintaining and changing human relationships.

### **High- and Low-Context Communication in an Intercultural Environment**

**An Analysis of the Cultural Differences Between Germany and China** *GRIN Verlag*

Seminar paper from the year 2017 in the subject Communications - Intercultural Communication, grade: 1,0, University of Applied Sciences Essen, course: Interkulturelle Psychologie, language: English, abstract: This paper will deal with different communication styles which may vary between cultures. As communication is a very broad topic, the focus will be on the theoretical framework of Edward Hall differentiating between high-context and lowcontext communication. The objective is to compare German and Chinese culture and their way of communicating for the purpose of identifying similarities and differences, but also to clarify the impact of cultural differences and afterwards be able to superiorly deal with cultural differences in communication. This gives rise to the following research questions: How does communication between German and Chinese culture differ and what problems could arise as a consequence? What should be considered to successfully communicate with people of other cultures?

### **Language, Learning, Context**

#### **Talking the Talk**

How does language enable educators and how can they consciously make the most of its potential? --

### **Linguistics: The Cambridge Survey: Volume 4, Language: The Socio-Cultural Context** *Cambridge University Press*

This survey aims to provide a comprehensive introduction to current research in all branches of the field of linguistics, from syntactic theory to ethnography of speaking, from signed

language to the mental lexicon. This volume concentrates on sociolinguistics and allied fields.

**English as a Global Language** *Cambridge University Press*

David Crystal's classic *English as a Global Language* considers the history, present status and future of the English language, focusing on its role as the leading international language. English has been deemed the most 'successful' language ever, with 1500 million speakers internationally, presenting a difficult task to those who wish to investigate it in its entirety. However, Crystal explores the subject in a measured but engaging way, always backing up observations with facts and figures. Written in a detailed and fascinating manner, this is a book written by an expert both for specialists in the subject and for general readers interested in the English language.

**Language in Context in TESOL** *Edinburgh University Press*

This book covers the relevance of theories on language analysis to TESOL, showing students how to understand and evaluate TESOL methodology, curriculum, and materials in terms of

theories including conversation structure, ideology and power.

**Perspectives from Systemic Functional Linguistics** *Routledge*

This innovative collection brings together contributions from established and emerging scholars highlighting the "applicability" of Systemic Functional Linguistics and the ways in which theoretical and analytical conclusions drawn from its applications can inform and advance the study of language. The book discusses SFL's theoretical foundations and development in recent years to demonstrate its evolution into a more effective analytical tool. Building on this theoretical framework, the volume showcases the theory's applications in case studies exploring four sub-disciplines of language study: multilingual studies; translation studies; language learning and language teaching; and genre analysis. This all-inclusive volume demonstrates both Systemic Functional Linguistics' efficacy as a means of theoretical analysis, but also its value as a unique approach to the study of language and meaning, making this an indispensable resource for researchers and scholars in applied linguistics, discourse analysis, genre studies, translation studies, and multilingualism.