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This is a professional resource for secondary English teachers seeking an introduction to or refresher on teaching grammar for the Australian Curriculum for English. **WORKING GRAMMAR** signals a two-pronged approach to grammar: as a tool kit of resources that work to build meanings and as a set of understandings that teachers can use in working with the spoken and written texts of secondary English. Key features include: Write-in resource with clear explanations and

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exercises as well as solutions to develop confidence in grammar; Multi-level approach which links the language, literature and literacy strands of the Australian Curriculum; Range of authentic spoken and written texts produced by and for secondary students of English which teachers can adapt for classroom use.

Are there evidence-based answers to the broad question "What explicit knowledge about language in teachers and/or students appears to enhance literacy development in some way"? Distinguished by its global perspective, its currency, and its comprehensiveness, *Beyond the Grammar Wars*: provides an historical overview of the debates around grammar and English/literacy teaching in four settings: the US, England, Scotland and Australia offers an up-to-date account of what the research is telling (and not telling) us

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about the effectiveness of certain kinds of grammar-based pedagogies in English/literacy classrooms takes readers into English/literacy classrooms through a range of examples of language/grammar-based pedagogies which have proven to be successful addresses metalinguistic issues related to changes in textual practices in a digital and multimodal age, and explores the challenges for educators who are committed to finding a "usable grammar" to contribute to teaching and learning in relation to these practices. All of the contributors are acknowledged experts in their field. Activities designed for use in language and literacy education courses actively engage students in reflecting on and applying the content in their own teaching contexts.

Social Literacies develops new and critical approaches to the understanding of literacy

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in an international perspective. It represents part of the current trend towards a broader consideration of literacy as social practices, and as its title suggests, it focuses on the social nature of reading and writing and the multiple character of literacy practices.

This volume focuses on priorities for research in language pedagogy. The aim is to give an up-to-date overview of current thinking about important research issues such as the viability of large scale comparisons, the quantitative/qualitative research controversy, new trends in language testing and evaluation, and the role of different learning environments. In their discussions of these issues researchers from the US and from different countries in Europe show to what extent the priorities differ on both sides of the Atlantic Ocean.

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This book provides a re-conceptualization of grammar in a period of change in the communication landscape and widening disciplinary knowledge. Drawing on resources in systemic functional linguistics, the book envisions a [functional grammatics] relevant to disciplinary domains such as literary study, rhetoric and multimodality. It re-imagines the possibilities of grammar for school English through Halliday's notion of grammatics. Functional Grammaticals is founded on decades of research inspired by systemic functional linguistics, and includes studies of grammatical tools useful to teachers of English, research into visual and multimodal literacies and studies of the genre-grammar connection. It aims to be useful to the interpretation and composition of texts in school English, portable in design across texts

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and contexts and beneficial for language development. The book will be of interest to researchers and teacher educators, as well as undergraduate and postgraduate students and practicing teachers committed to evidence-based professional development.

The studies presented in this book argue that exploring the grammatical system outside the communicative flow enables students to develop clearer knowledge of this system and to become more effective in their language use.
 This approach is the outcome of research revolving around the role of metalinguistic knowledge in learning how to write. According to this research, language use and metalinguistic activity are interdependent.
 The international debate on the effect of grammar instruction on writing skills has been

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dominated by an overly causal approach which ignores core considerations such as the teaching procedures that we use to reflect upon the grammar system in the classroom and the way we conceptualise this system.
 This book highlights the need to encourage students to engage in metalinguistic activity, in which verbalisation and data manipulation should play a key role. It also emphasises the importance of conceptualising the grammar system as an organic entity resulting from the integration of form, meaning and the intention of the speaker.

This collection of original articles covers a range of research connecting with the work of the eminent linguist Ruqaiya

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Hasan. It contains contributions from M.A.K. Halliday, G. Williams, D. Butt, D. Miller and M. Berry among others, an interview with Ruqaiya Hasan, and notes from the contributors about their connection with Ruqaiya Hasan's work.

The First Edition of *InterViews* has provided students and professionals in a wide variety of disciplines with the "whys" and "hows" of research interviewing, preparing students for learning interviewing by doing interviews and by studying examples of best practice. The thoroughly revised Second Edition retains its original seven-stage structure, continuing to focus on the practical, epistemological, and ethical issues involved with interviewing. Authors Steinar Kvale and Svend Brinkmann also include coverage of newer developments in qualitative interviewing, discussion of

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interviewing as a craft, and a new chapter on linguistic modes of interview analysis. Practical and conceptual assignments, as well as new "tool boxes," provide students with the means to dig deeper into the material presented and achieve a more meaningful level of understanding. New to This Edition · Includes new developments in qualitative interviewing: New materials cover narrative, discursive, and conversational analyses. · Presents interviewing as a social practice: Knowledge produced by interviewing is discussed as linguistic, conversational, narrative, relational, situated, and pragmatic. · Addresses a variety of interviews forms: In addition to harmonious, empathetic interviews, the authors also cover confrontational interviews. Intended Audience This text is ideal for both novice and experienced interview researchers as well as graduate

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students taking courses in qualitative and research methods in the social sciences and health sciences, particularly departments of Education, Nursing, Sociology, Psychology, and Communication. Praise for the previous edition: "I think this is one of the most in-depth treatments of the interview process that I have seen. The frank and realistic approach that the authors take to this topic is rather unique and will be very reassuring to researchers who are undertaking an interview study for the first time." —Lisa M. Diamond, University of Utah

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