DESCRIPTION

This monograph offers research-based perspectives and linguistically informed approaches to supporting language and literacy development in higher education.

ABOUT THE AUTHOR

Caroline Coffin is Professor in English Language and Applied Linguistics at The Open University, UK, and co-convenor of the Language and Communication Research Unit. Since the early 1990s she has been using a language as social semiotic approach to investigate the role of language in learning in a range of contexts. Using the tools of systemic functional linguistics she has been particularly interested in investigating disciplinary knowledge and discourse including how it is taught and learned through computer mediated dialogue. Her research into language, education, and communication has been funded by a wide range of organizations including, in the UK, the EU, ESRC, HEA, DfeS, and, in Australia, the New South Wales (NSW) Department of Education, the NSW Education and Training Foundation, and the Department of Ethnic Affairs. For the last three years she was secretary of the Executive Committee of the British Association of Applied Linguistics (BAAL) and served on the UK Committee for Linguistics in Education. Published books include Exploring English Grammar: From Formal to Functional (Routledge, 2009, with Donohue and North), Applied Linguistics Methods: A Reader (Routledge, 2009, with Lillis and O'Halloran), Historical Discourse:
Jim Donohue is Head of OpenEnglish Language Teaching in the Department of Languages at The Open University UK, where he leads on the production of online and distance courses in English for Academic Purposes and works in collaborations with faculties across the university to develop language-based approaches to teaching and learning. He has researched extensively in the fields of academic and professional communication using systemic functional linguistics approaches and drawing on many years spent applying Paulo Freirean perspectives in adult and community education settings. He is particularly interested in how linguistics can be used to enhance learner-centered and experiential learning. He is currently secretary of the committee of the European Association of Teachers of Academic Writing. He has published in the Journal of English for Academic Purposes (and was co-editor with Coffin of the special issue, English for Academic Purposes: Contributions from Systemic Functional Linguistics and Academic Literacies), Journal of Applied Linguistics and Professional Practice, English for Specific Purposes, and Writing & Pedagogy, and is co-author of the book Exploring English Grammar: From Formal to Functional (Routledge, 2009, with Coffin and North).