

1**A language as social semiotic-based approach to teaching and learning in Higher Education [Texto impreso] / Caroline Coffin, Jim Donohue**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 287-297

Contenido: Chapter 1: Language, teaching, and learning: general orientations ; Chapter 2: A LASS approach to teaching and learning: theoretical foundations ; Chapter 3: A LASS approach to teaching and learning: analytical tools ; Chapter 4: "This is description, not film analysis": semiotically mediating genre, conceptual formations, and text development ; Chapter 5: "48 marks knocked off for academic writing or lack of really annoyed me": genre, conceptual formations, and semantic variation ; Chapter 6: "I feel very new to it and very inexperienced": semantic orientation, semiotic mediation, and the genres and registers of online discussion forums ; Chapter 7: Implementing a LASS approach to teaching and learning

This monograph offers research-based perspectives and linguistically informed approaches to supporting language and literacy development in higher education. In this way it continues a theme established in the previous Language Learning monograph, Frances Christie's (2012) exploration of the role of language in supporting children's learning across the school years. As did Christie, here Caroline Coffin and Jim Donohue see language as central to teaching and learning, but rarely a focus of attention in the instruction students receive. Their motivation for addressing this issue in the context of higher education is the growing population of university students from diverse backgrounds. They argue that the linguistic diversity among students that instructors are encountering across all of higher education means that in every field, support for engaging in the discourses of the discipline as they learn the content of the discipline is crucial for student success.

Language learning. -- 2014 (March), v. 64, Supplement 1