**Key Concepts in Language Pedagogy and Their Definitions**

***Table 1 A list of key concepts in LP – An overview of developments in ESP***

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| **April 11** | **1) Basturkmen, H. (2021). Is ESP a materials and teaching-led movement? *Language Teaching*, 54(4), 491-501.****2) Hyland, K. (2020). Genre and discourse analysis in language for specific purposes. In: Chapelle, C. A. (ed.). *The Concise Encyclopedia of Applied Linguistics*, pp. 507-513. Wiley Blackwell**.  |
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| **Key concepts** | **Definitions**  |
| **Discourse analysis**  | the study of how sentences in spoken and written language form larger meaningful units such as paragraphs, conversations, interviews, etc.
For example, discourse analysis deals with: 1. how the choice of articles, pronouns, and tenses affects the structure of the discourse (see address forms, cohesion)
2. the relationship between utterances in a discourse (see adjacency pairs, coherence)
3. the moves made by speakers to introduce a new topic, change the topic, or assert a higher role relationship to the other participants ((Richards & Schmidt, 2010, p.174)
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| **English for Specific Purposes (ESP)** | the role of English in a language course or programme of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners. For example courses in English for academic purposes, English for science and technology, and English for Nursing. These courses may be compared with those which aim to teach general language proficiency, English for general purposes (Richards and Schmidtt, 2010, p. 19). |
| **Genre** | a type of discourse that occurs in a particular setting, that has distinctive and recognizable patterns and norms of organization and structure, and that has particular and distinctive communicative functions. For example: business reports, news broadcasts, speeches, letters, advertisements, etc. In constructing texts, the writer must employ certain features conventionally associated with texts from the genre in which he or she is writing. In reading a text the reader similarly anticipates certain features of the text based on genre expectations. (Richards and Schmidtt, 2010, p. 245). |
| **Genre analysis**  | one of the most popular and productive frameworks for the study of specialized communication in academic, professional, and institutional contexts. Essentially, the approach is used to describe texts within textual and social contexts, rejecting the idea that individual texts should be treated in isolation from either their use or other texts. (Hyland, 2020, p507) |
| **Genre sets** | the part of the entire genre constellation that a particular individual or group engages in, either productively or receptively. (Chapelle, 2020, p.510) |
| **Interdiscursivity** | the use of elements in a text that carry institutional and social meanings from other discourses, reflecting the conventions, values, and practices of neighboring discourses. (Chapelle, 2020, p.510) |
| **Language for specific purposes (LSP)**  | Language for specific purposes (LSP) refers to a distinctive approach to language education that focuses on the particular linguistic features, discourse practices, and communicative skills used by target groups. (Hyland, 2020, p. 507) |
| **Move**  | are the typical rhetorical steps that writers or speakers use to develop their social purposes and have been described in academic genres from dissertation bios (Hyland & Tse, 2012) to application essays (Ding, 2007) and in business settings from direct mail letters (Upton, 2002) to case reports (Nathan, 2013). (Hyland, 2020, p.508) |
| **Rhetoric** | the study of how effective writing achieves its goals. The term “rhetoric” inthis sense is common in North American college and university courses in rhetoric or “rhetorical communication”, which typically focus on how to express oneself correctly and effectively in relation to the topic of writing or speech, the audience, and the purpose of communication. In traditional grammar, rhetoric was the study of style through grammatical and logical analysis. Cicero, the ancient Roman orator and writer, described rhetoric as “the art or talent by which discourse is adapted to its end”. (Richards and Schmidtt, 2010, p. 499). |
| **Scaffolding** | the support provided to learners to enable them to perform tasks which are beyond their capacity. Initially in language learning, learners may be unable to produce certain structures within a single utterance, but may build them through interaction with another speaker. (Richards & Schmidt, 2010, p.507) |
| **Situated learning** | a term used in sociocultural theory and which views learning as notsimply a cognitive process but a social one which is shaped by the situation and social context in which learning is embedded. For example language learning in a classroom is shaped by the setting, the participants, their roles, the activities undertaken, and the resources used. (Richards and Schmidtt, 2010, p. 531). |
| **The teaching–learning cycle** | it helps inform the planning of classroom activities by showing the process of learning a genre as a series of linked stages. (Hyland, 2020, p. 511) |