

language, education and discourse



Language Education And Discourse Functional Approaches

Holden Härtl, Katharina Zaychenko



Language Education And Discourse Functional Approaches:

Language, Education and Discourse Joseph Foley, 2005-12-05 This collection of essays by leading functional linguists presents the latest perspectives on language and discourse in educational settings The book questions the idea of discourse to reveal that the social processes of learning are imbued with the ideologies of the society and education system within which learning takes place The contributors take into account the historical and cross cultural perspectives of both classroom practices and the student's own awareness of the ideological meanings of language activities *Language Education and Discourse* is divided into two sections Part one covers early childhood and the growing development of a language system from the basic semiotic system of the infant This is followed by an analysis of the beginnings of literacy in kindergarten the introduction to writing in primary school and the ideological content of reading material Part two furthers this analysis by looking at discourse in secondary and tertiary education The contributors pose questions about the role and importance of teaching grammar in the school system and finally examine how to refine the discourse of education This book will be useful to academics interested in the latest functional perspectives on language as it is used in education

Language, Education and Discourse Joseph Foley, 2004-06-29 This collection of essays by leading functional linguists presents the latest perspectives on language and discourse in educational settings *Language Education and Discourse* is divided into two sections Part one covers early childhood and the growing development of a language system from the basic semiotic system of the infant This is followed by an analysis of the beginnings of literacy in kindergarten the introduction to writing in primary school and the ideological content of reading material Part two furthers this analysis by looking at discourse in secondary and tertiary education The contributors pose questions about the role and importance of teaching grammar in the school system and finally examine how to refine the discourse of education This book will be useful to academics interested in the latest functional perspectives on language and education

Handbook of Research in Second Language

Teaching and Learning Eli Hinkel, 2011-01-25 This landmark volume provides a broad based comprehensive state of the art overview of current knowledge and research into second language teaching and learning All authors are leading authorities in their areas of expertise The chapters all completely new for Volume 2 are organized in eight thematic sections Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology Identity Culture and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy Changes in Volume 2 captures new and ongoing developments research and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia Australia Europe and North America to broaden the Handbook's international scope Volume 2 is an essential resource for researchers faculty teachers and students in MA TESL and applied linguistics programs as well

as curriculum and material developers *Testing the Untestable in Language Education* Amos Paran, Lies Sercu, 2010 The testing and assessment of language competence continues to be a much debated issue in foreign language teaching and research This book is the first one to address the testing of four important dimensions of foreign language education which have been left largely unconsidered learner autonomy intercultural competence literature and literary competence and the integration of content and language learning Each area is considered through a theoretical framework followed by two empirical studies raising questions of importance to all language teachers How can one test literary competence Can intercultural competence be measured What about the integrated assessment of content and language in CLIL and teaching Is progress in autonomous learning skill gaugeable The book constitutes essential reading for anyone interested in the testing and assessment of seemingly largely untestable aspects of foreign language competence The title of this book is well chosen Despite the apparent oxymoron this collection of papers succeeds in addressing important issues of educational policy and theory with the precision born of empirical work combined with discussion of principles This book will open new options for testers for teachers and for those who make policy decisions Michael Byram School of Education University of Durham UK

Functional Grammars Mary Macken-Horarik, Kristina Love, Carmel Sandiford, Len Unsworth, 2017-10-03 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 grammars 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 grammars Functional Grammars 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 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

Language Learning in New English Contexts Rita Elaine Silver, Lubna Alsagoff, Christine C M Goh, 2011-10-27 This edited volume is dedicated to the exploration of English language acquisition and development outside of the largely monolingual environments of North America the United Kingdom and Australia Specifically the studies investigate different facets of English language learning in Singapore and uses this experience to forge connections with other New English contexts Using empirical data drawn from a range of language classrooms the contributors emphasise the place of education within a global framework of English language learning In so doing they examine economic social and political factors influencing language education and present a refreshingly global perspective on English language acquisition This comprehensive examination of language learning in New English contexts will be of interest to researchers in applied linguistics and world Englishes

Introducing Systemic

Functional Linguistics Hui Yu,Chenguang Chang,Bo Wang,Yuanyi Ma,2025-09-12 This book provides a comprehensive introduction to Systemic Functional Linguistics SFL covering key concepts and contributions to the field and instructing beginners to apply SFL to different areas Authored by contributors with extensive experience of teaching SFL this book is composed of 14 chapters covering theories descriptions and applications of SFL It encompasses the following topics SFL theory and the organizing principles descriptions of various lexicogrammatical and semantic systems grammatical metaphor register studies different areas of SFL application including translation studies multimodal discourse analysis and educational linguistics Suitable to be used as teaching materials the chapters are carefully organized into sections of learning outcomes key terms exercises and suggested readings By introducing the theory and applications of SFL in accessible terms and requiring no prior knowledge this practical book is a key reading for students new to the area Bloomsbury Companion to Systemic Functional Linguistics M.A.K. Halliday,Jonathan J. Webster,2009-05-18 The Continuum Companion to Systemic Functional Linguistics is designed to be the essential one volume resource for students and researchers The book includes introduction to the field by M A K Halliday comprehensive introduction to methodology and issues definitions of key terms outlines of research areas guide to researching systemic functional linguistics bibliography of key readings Comprehensive and accessible this Continuum Companion will be the essential guide for students and researchers of systemic functional linguistics *Approaches and Methods in Language Teaching* Jack C. Richards,Theodore S. Rodgers,2014-04-16 In addition this third edition includes content on the teaching and learning environment with chapters on learners and methods teachers and methods plus approaches methods and the curriculum **Language, Knowledge and Pedagogy** Frances Christie,2009-02-01 This book explores the nature of knowledge language and pedagogy from the perspective of two complementary theories systemic functional linguistics and Bernstein inspired sociology Bernstein s sociology of knowledge makes a distinction between horizontal and vertical discourses as ways in which knowledge is transmitted in institutional settings with teachers as agents of symbolic control Systemic functional linguists have explored educational discourse according to similar hierarchies and by bringing the two perspectives together this book shows the impact of language on knowledge and pedagogy The contributors examine the different structures of knowledge and the flow of information within the school context but also according to language in early childhood literacy English the social sciences science and mathematics The result is a progressive and dynamic analysis of knowledge structures at work in educational institutions Language Knowledge and Pedagogy makes a major contribution to linguistics applied linguistics and educational theory It will be of interest to researchers working in these areas **Conceptualising 'Learning' in Applied Linguistics** P. Seedhouse,S. Walsh,C. Jenks,2010-08-18 An exciting new collection by world leading researchers in L2 learning addressing Why do conceptions of learning vary so much in L2 learning research Is there a conceptualisation of learning to which members of different schools of SLA can subscribe *Introducing* M.A.K. Halliday Bo Wang,Yuanyi Ma,2022-05-05 M

A K Halliday 1925 2018 was the founder of Systemic Functional Linguistics SFL and undoubtedly one of the most influential linguists of his time credited with changing the way that language and linguistics have been taught SFL as an applicable theory that approaches language as social semiotic is the study of the relationship between language and its functions in social settings Moreover SFL conceives of language as a resource for making meaning and organizes language systemically as a huge network of interrelated choices of meaning This book is an introduction to the life and seminal works of Halliday Targeting both SFL and non SFL scholars this book introduces Halliday's life and work in simple terms expounds his theoretical conceptions illustrates how his theories have been applied to various areas of linguistics and offers additional readings for researchers who want to explore this area further Divided into six sections covering Hallidayan connections theory and architecture of language Hallidayan conceptions of language systems and the modes of meaning and applications of SFL this accessible introduction is a key resource for researchers and students within the fields of linguistics and applied linguistics

Communicating Conflict Elizabeth Thomson, P. R. R. White, 2008-03-28 Communicating Conflict brings together a collection of multilingual case studies drawn from the international media The contributors use methodologies drawn from Critical Discourse Analysis and Systemic Functional Linguistics to explore how these texts overtly or covertly advance particular value positions and world views They pay particular attention to how the reader is positioned with respect to the events being described and using appraisal theory the various voices which are referenced by the text Writing and Language Learning Rosa M. Manchón, 2020-11-15 The current volume aspires to add to previous research on the connection between writing and language learning from a dual perspective It seeks to reflect current progress in the domain as well as to foster future developments in theory and research The theoretical postulations contained in Part I identify and expand in novel ways the diverse lenses through which the varied multi-faceted dimensions of the connection between writing and language learning can be explored The methodological reflections put forward in Part III signal theoretically grounded and pedagogically relevant paths along which future empirical work can grow The empirical studies reported in Part II illuminate the myriad of individual educational and task-related variables that may mediate short-term and long-term language learning outcomes These studies examine diverse forms of writing performed in varied environments including pen and paper and digital writing conditions writing individually and/or collaboratively and instructional settings academic settings including secondary school and college level institutions as well as out-of-school contexts

Research Handbook on Curriculum and Education Elizabeth Rata, 2024-04-12 This incisive Handbook brings together a wealth of innovative research from international curriculum and education experts to ask the question what knowledge should be taught in school how should it be taught and for what purpose

The SAGE Handbook of Writing Development Roger Beard, Jeni Riley, Debra Myhill, Martin Nystrand, 2009-07-23 By drawing on international cross-phase and cross-disciplinary research perspectives this book offers a comprehensive review of writing development invaluable for researchers and practitioners alike What is Next in

Educational Research? Si Fan, Jill Fielding-Wells, 2016-07-08 What is Next in Educational Research enables the reader to peek into research at the forefront of a diverse range of education fields as it is being conducted by beginning researchers The book illustrates the extensive range of research being undertaken in education through a broad range of issues topics and methodologies that will underpin and provoke research well into the future The five sections address a range of topics including issues in design and methodology social integration language education leadership and issues in contemporary education Each chapter makes a valuable contribution to existing educational research and is a testament to the potential of these researchers to lead innovative educational research projects Both higher degree by research students and their supervisors will find this book particularly useful and interesting as it provides examples of quality research higher degree writing illustrates a variety of contemporary methodologies and supports the early publication of student work **Bilingual Learners and Social Equity** Ruth Harman, 2017-08-13 This volume explores how educators conceptualized and implemented critical approaches to systemic functional linguistics that support bilingual students in appropriating and challenging dominant knowledge domains in K 16 contexts The researchers exhibit a shared commitment to enacting a culturally sustaining SFL praxis that validates multilingual meaning making pushes against social inequity and fosters creative re mixing of available semiotic resources It should prove a valuable resource for students teachers and researchers interested in applied linguistics education and critical theory *International Handbook of English Language Teaching* Jim Cummins, Chris Davison, 2007-12-31 This two volume handbook provides a comprehensive examination of policy practice research and theory related to English language teaching ELT in international contexts Nearly 70 chapters highlight the research foundation for the best practices frameworks for policy decisions and areas of consensus and controversy in the teaching and development of English as a second and or additional language for kindergarten through to adult speakers of languages other than English In doing so it problematizes traditional dichotomies and challenges the very terms that provide the traditional foundations of the field A wide range of terms has been used to refer to the key players involved in the teaching and learning of the English language and to the enterprise of English language teaching as a whole At various times and in different contexts the following labels have been used in countries where English is the dominant language to describe programs learners or teachers of English English as a second language ESL English as an additional language EAL limited English proficient LEP and English language learners ELL In contexts where English is not the dominant language the following terms have been used English as a foreign language EFL English as an international language EIL and English as a lingua franca ELF *Grammatical Categories in Linguistics and Education* Holden Härtl, Katharina Zaychenko, 2024-11-04 This volume explores how grammatical categories as defined by theoretical linguistics are effectively implemented in language education Aiming to bridge the gap between linguistic research and language pedagogy it offers a detailed inquiry that spans theoretical frameworks and empirical data By presenting a series of insightful studies this work illustrates how

findings from theoretical linguistics can be applied to enhance practical language instruction demonstrating the reciprocal enrichment of both fields Essential for linguists language educators and researchers interested in the intersections of grammar cognition and pedagogy the volume is organized into four engaging sections Each section illuminates the nuances of grammar teaching and language acquisition It begins with a theoretical analysis of linguistic categories across diverse languages progresses through the links between linguistic research and teaching methodologies and delves into the role of empirical data in classroom applications The final section focuses on the practical implementation of linguistic categories in language teaching promoting a deeper understanding of grammar as a dynamic component of language learning

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