

THE LANGUAGE OF SCHOOLING

A Functional Linguistics Perspective

Mary J. Schleppegrell

Language Of Schooling A Functional Linguistics Perspective

Mark Shiu-kee Shum, Peter Mican



Language Of Schooling A Functional Linguistics Perspective:

The Language of Schooling Mary J. Schleppegrell, 2004-04-26 This book builds on current sociolinguistic and discourse analytic studies of language in school but adds a new dimension the framework of functional linguistic analysis It will enable researchers and students of language in education to rec

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Researching Language in Schools and Communities Len Unsworth, 2005-11-17 Researching Language in Schools and Communities is designed for those who intend to carry out and or study research in children s language development teaching English as a second language children s literature casual conversation social class and language variation classroom discourse reading processes teaching writing literacy and curriculum area learning critical literacies and related areas The contributors are among the foremost researchers in these fields In this book they introduce approaches to help investigate such areas in applied language research using systemic functional linguistics SFL A key purpose of this text is to facilitate the further engagement of language researchers with SFL perspectives encouraging more collaborative transdisciplinary work across different fields of study and theoretical approaches in projects of mutual concern The first two chapters outline the key aspects of SFL descriptions of the relationships between language and social context and the inter related descriptions of text structures and grammatical systems This provides sufficient background to enable those coming new to SFL to make productive critical use of the research reviewed studies described and advice on project design provided in the following chapters Nevertheless the book is an introductory resource and particular attention has been paid throughout to the extensive provision of clear references to more elaborated accounts of the important issues discussed

A Functional Linguistic Perspective on Developing Language Anne McCabe, 2021-06-23 This volume offers a comprehensive account of language development from a Systemic Functional Linguistic SFL perspective integrating theory and data from a wide range of research studies The book begins by taking an in depth look at SFL theory and its focus on texts highlighting the metafunctional nature of language and the ways in which individuals repertoires of meaning making resources develop as they interact with the world and with others Grounded in an SFL approach the successive chapters consider in turn the key stages of language development from infancy to school settings to additional second and foreign language learning contexts Each chapter incorporates a range of SFL studies to demonstrate shifts in language development across these stages but also the discussion of other functional perspectives to examine the ways in which these different approaches inform one another A concluding chapter considers the implications of these studies for future research as well as for pedagogical practices in literacy teaching In its consideration of the relationship between SFL theory and its application to language development this book will be key reading for students and scholars in Systemic Functional Linguistics language and education and literacy

studies *Disciplinarity: Functional Linguistic and Sociological Perspectives* Frances Christie, Karl Maton, 2011-02-03
 Disciplinary knowledge is under threat in the modern world. Claims abound that we are entering a landscape in which the division of disciplines is obsolete, implying a commitment to outdated values in scholarship. Notions of discipline are critiqued as reflecting social power and representing the worldview of dominant social groups. By addressing and challenging such claims, this edited collection argues that proclamations of the death of disciplines have been greatly overstated. Not only are the notions of disciplinarity still important for understanding how we come to know the world, but this volume demonstrates how significant disciplinarity is to understanding different forms of knowledge if we wish to improve the building of knowledge and educational practice. Using analytical tools from systemic functional linguistics theory and social realist sociology, this volume illustrates how different disciplines can collaborate and cross-fertilize successfully without losing their distinctive insights and disciplinary integrity. The subsequent theory developed will thereby extend both linguistic and sociological approaches to the topic and make a major contribution to educational theory. *Language Education Throughout the School Years* Frances Christie, 2012-03-20
 This volume explores the evolution in language use experienced by children and young people throughout school and the ways they become more conscious about its multi-functionality and the choices open to them in making meaning. Describes a trajectory of language development in schooling from age 6 to age 18. Draws on systemic functional linguistics to trace changes in the language resources successful children and adolescents use to make meanings in new discourse patterns as they engage in the curricular tasks of science, history, and language arts. Explores the way in which content, interpersonal relationships, and textual structure simultaneously evolve over four stages of children's and adolescents' development. Offers new theoretical insights and practical awareness of the multi-functionality of language. **Conducting Genre-Based Research in Applied Linguistics** Matt Kessler, Charlene Polio, 2023-09-29
 This collection is a comprehensive resource on conducting research in applied linguistics involving written genres that is distinctive in its coverage of a multiplicity of interdisciplinary perspectives. The volume explores the central approaches, methodologies, analyses, and tools used in conducting genre-based research, extending the traditional focus on a single framework for defining genres by explicating the major approaches that have been invoked in applied linguistics. Chapters address a mix of commonly used methodologies, e.g., case studies, ethnographic approaches, types of analyses, e.g., metadiscourse, rhetorical move, step analysis, multidimensional analysis, lexical bundles, and phrase frames, CALF measures, multimodal analysis, and studies that focus on other areas of second language (L2) teaching and learning, e.g., multilingualism, the Teaching and Learning Cycle. Taken together, the volume provides a theoretically and methodologically diverse introduction to foundational topics in genre-related research, supported by detailed discussions of the challenges and practical considerations to take into account when conducting research involving written genres. This book is a valuable resource for graduate students, faculty, and researchers in applied linguistics, particularly those working in second language

acquisition L2 writing and genre theory and pedagogy Chapter 2 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Introduction to Systemic Functional Linguistics Suzanne Eggins, 2004-01-01 Introduction to systemic functional linguistics explores the social semiotic approach to language most closely associated with the work of Michael Halliday and his colleagues

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 grammar 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, Knowledge and Pedagogy Frances Christie, J. R. Martin, 2009-04-01 An in-depth exploration of the nature of language knowledge and pedagogy providing a progressive analysis of knowledge structures at work in educational institutions.

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

Researching Chinese Language Education Mark Shiu-kee Shum, Peter Mikan, 2018-09-13 The culmination of more than a decade of research, this compelling volume offers a fresh approach for applying functional linguistics to assess student performance to inform the

teaching and learning of Chinese and to design curriculum and teaching materials Documenting authentic systemic functional linguistics SFL studies in researching and teaching Chinese as a first or second language this research is set in the multilingual settings of Hong Kong and Australia The experiences of SFL and genre teaching in English have been well demonstrated as valid viable and practical in different contexts however this volume covers the relatively new domain of research into the applications of SFL to the teaching of Chinese Using SFL as the research framework the authors cover three major areas in Chinese language education effective pedagogies curriculum and material design and text analysis Covering major local curriculum reforms and the rapid growth of International Baccalaureate programmes worldwide this book will be of interest to linguists language teachers and teacher educators and those involved in the teaching and learning of Chinese around the world

Contemporary Approaches to Second Language Acquisition María del Pilar García Mayo, María Junkal Gutierrez Mangado, Maria Martinez Adrian, 2013 Second language acquisition SLA is a field of inquiry that has increased in importance since the 1960s Currently researchers adopt multiple perspectives in the analysis of learner language all of them providing different but complementary answers to the understanding of oral and written data produced by young and older learners in different settings The main goal of this volume is to provide the reader with updated reviews of the major contemporary approaches to SLA the research carried out within them and wherever appropriate the implications and or applications for theory research and pedagogy that might derive from the available empirical evidence The book is intended for SLA researchers as well as for graduate MA Ph D students in SLA research applied linguistics and linguistics as the different chapters will be a guide in their research within the approaches presented The volume will also be of interest to professionals from other fields interested in the SLA process and the different explanations that have been put forward to account for it

The Roles of Language in CLIL Ana Llinares, Tom Morton, Rachel Whittaker, 2012-03-15 This book provides a theoretically based approach to the integration of language and content in primary and secondary contexts Drawing on their wide experience as CLIL educators and researchers the authors explore data collected in real CLIL classrooms from two interrelated perspectives the CLIL classroom as an interactional context for developing language and content and the genres and registers through which the meanings of the different academic subjects are enacted From the analysis of this corpus of data the authors provide a rich description of how CLIL students language works and may be expected to develop Also available separately as a hardback

Handbook of Language and Literacy, Second Edition C. Addison Stone, Elaine R. Silliman, Barbara J. Ehren, Geraldine P. Wallach, 2016-05-27 An acclaimed reference that fills a significant gap in the literature this volume examines the linkages between spoken and written language development both typical and atypical Leading authorities address the impact of specific language related processes on K 12 literacy learning with attention to cognitive neurobiological sociocultural and instructional issues Approaches to achieving optimal learning outcomes with diverse students are reviewed The volume presents research based practices for assessing student needs and

providing effective instruction in all aspects of literacy word recognition reading comprehension writing and spelling New to This Edition Chapters on digital literacy disciplinary literacy and integrative research designs Chapters on bilingualism response to intervention and English language learners Incorporates nearly a decade's worth of empirical and theoretical advances Numerous prior edition chapters have been completely rewritten *The Routledge Handbook of Discourse Analysis* Michael Handford, James Paul Gee, 2013-06-17 Approaches to discourse analysis Register and genre Developments in spoken discourse Educational applications Institutional applications Identity culture and discourse **Teaching and Researching: Language and Culture** Joan Kelly Hall, 2013-11-04 Language and culture are concepts increasingly found at the heart of developments in applied linguistics and related fields Taken together they can provide interesting and useful insights into the nature of language acquisition and expression In this volume Joan Kelly Hall gives a perspective on the nature of language and culture looking at how the use of language in real world situations helps us understand how language is used to construct our social and cultural worlds The conceptual maps on the nature of language culture and learning provided in this text help orient readers to some current theoretical and practical activities taking place in applied linguistics They also help them begin to chart their own explorations in the teaching and researching of language and culture

Language Use and Language Learning in CLIL Classrooms Christiane Dalton-Puffer, Tarja Nikula, Ute Smit, 2010-12-15 This volume explores a highly topical issue in second and foreign language education the spreading practice in mainstream education to teach content subjects through a foreign language CLIL has been enthusiastically embraced as a language enrichment measure in many contexts and finally research can offer principled insights into its dynamics and potentials The editors introductory and concluding chapters offer a synthesis of current CLIL research as well as a critical discussion of unresolved issues relating both to theoretical concerns and research practice The individual contributions by authors from a range of European contexts report on current empirical research in this dynamic field The focus of these chapters ranges from theoretical to empirical from learning outcomes to classroom talk examining both the written and spoken mode across secondary and tertiary educational contexts This volume is a valuable resource not only for researchers and teachers but also for policy makers International Perspectives on Critical English Language Teacher Education Ali Fuad Selvi, Ceren Kocaman, 2024-05-16 This book showcases how teacher educators from diverse backgrounds contexts and realities approach English language teacher education with a critical stance Organized into nine parts that explore different facets of English Language Teaching each section opens with theoretical considerations chapters and features 24 practical application chapters Written by renowned scholars including Graham Hall Lili Cavaleiro and Mario Lopez Gopar among others the theoretical considerations chapters offer concise insights into current issues and controversies in the field point out opportunities for criticality and discuss implications for teacher education Written by critically oriented teacher educators researchers from various parts of the world including Brazil Germany Morocco Sweden Turkey and the USA among others

the practical application chapters exhibit various ways to incorporate critical approaches in reshaping current teacher education practices ranging from critical and queer pedagogy to translanguaging to multilingualism along with a critical reflection of the potentials and the challenges involved in their application

Handbook of Research in Second Language Teaching and Learning Eli Hinkel, 2016-11-18

Volume III of the Handbook of Research in Second Language Teaching and Learning like Volumes I and II is a comprehensive state of the art overview of current research into social contexts of second language L2 foreign language FL teaching and learning language policy curriculum types of instruction incremental language skills such as listening speaking reading writing vocabulary and grammar international communication pragmatics assessment and testing It differs from earlier volumes in its main purpose to provide a more in depth discussion and detailed focus on the development of the essential language skills required for any type of communication speaking listening reading vocabulary grammar and writing Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2 FL teaching and learning and applied linguistics but rather than offering a historical review of disciplinary traditions it explores innovations and new directions of research acknowledges the enormous complexity of teaching and learning the essential language abilities and offers a diversity of perspectives Chapter authors are all leading authorities in their disciplinary areas

What's new in Volume III

- Updates the prominent areas of research including the sub disciplines addressed in Volumes I and II and represents the disciplinary mainstays
- Considers and discusses perspectives held by different schools of thought on the what the how and the why of teaching foundational language skills including theories pedagogical principles and their implementation in practice
- Captures new and ongoing developments and trends in the key areas of L2 FL teaching and learning and innovative research topics that have gained substantial recognition in current publications including the role of corpora technology and digital literacy in L2 FL teaching and learning
- Examines new trends in language pedagogy and research such as an increased societal emphasis on teaching academic language for schooling somewhat contradictory definitions of literacy and the growing needs for instruction in intercultural communication

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