

English in Urban Classrooms

A multimodal perspective on
teaching and learning

Gunther Kress, Carey Jewitt,
Jill Bourne, Anton Franks,
John Hardcastle, Ken Jones,
Euan Reid

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English In Urban Classrooms A Multimodal Perspective On Teaching And Learning

Arianna Maiorani, Christine Christie



English In Urban Classrooms A Multimodal Perspective On Teaching And Learning:

English in Urban Classrooms Gunther R. Kress, 2005 This ground breaking text spans a range of issues central to school English It extends not only to the spoken and written language of classrooms but also to other important modes of representation and communication

English in Urban Classrooms Jill Bourne, Anton Franks, Gunther R. Kress, John Hardcastle, Carey Jewitt, Ken Jones, Euan Reid, 2005 This ground breaking text spans a range of issues central to school English It extends not only to the spoken and written language of classrooms but also to other important modes of representation and communication

Learning as Social Practice Gunther Kress, Staffan Selander, Roger Säljö, Christoph Wulf, 2021-05-18 This book studies learning as a social enterprise contextually situated organized and assessed It gives a broad theoretic grounding for an understanding of learning which goes beyond a common reductionist approach The book discusses four related approaches to learning which share a social perspective social semiotics and multimodality a design theoretic approach to learning a socio cultural perspective and a perspective of mimetic learning Contributing authors consider the theoretical question of how to understand educational systems learning and social communication as historically situated practices The chapters in this book analyze key working practices including analyzing what learning remembering and cognitive work is like in a practice involving different kinds of expertise problem solving and engaging through collaboration learning and teaching in different formal semi and non formal environments a design theoretic approach to learning social semiotic perspectives on learning the mimetic and ritual dimension of learning how social learning can be organized to support students how learning has been conceptualized in psychology and neighbouring research areas This book will be of great interest to students and researchers interested in learning and meaning making multimodal representations and communication designs for learning education and teaching and social achievement in different formal and non formal contexts

Literacy and the Bilingual Learner Catherine Wallace, 2013-10-30 Literacy and the Bilingual Learner explores the literacy development of bilingual learners in London UK schools and colleges through a series of vignettes and case studies of learners and their educational experiences

Approaches to Specialized Genres Kathy Ling LIN, Isaac N. Mwinlaaru, Dennis Tay, 2020-12-29 Approaches to Specialized Genres provides a timely update of the field of genre studies with 14 cutting edge contributions split into five sections using and integrating an exceptionally wide variety of methods and perspectives such as ESP genre research corpus linguistics systemic functional linguistics ethnographic and multimodal research to analyse genres in written spoken visual and auditory modes across a multiplicity of pedagogic professional and digital settings It highlights and illustrates the growing trend of a multiperspective and inter theoretic approach to genre studies and demonstrates how such methodological rigour can extend our knowledge of language in general and genres in particular It also examines a rich variety of underexplored genres such as the digital genre of synchronous videoconferencing instructional slides video ads engineers training log book entries the narrative story genres

fundraising letters and retraction notices It demonstrates not only the prominent value of genre research but wide applications of genre knowledge in various educational and professional domains The book brings together experts spreading across the world including countries in South East Asia Europe America West Africa and South America Accordingly it will appeal to readers of diversified socio cultural backgrounds working in all the aforementioned inter related fields of applied linguistics and communication studies *Sociolinguistics and Language Education* Nancy H. Hornberger, Sandra McKay, 2010

This book provides an up to date overview of sociolinguistics including topics of nationalism and popular culture style and identity creole languages critical language awareness multimodal literacies classroom discourse ideologies and power across language education contexts ranging from the teaching of English as an international language to Indigenous language revitalization **Toward Critical Multimodality** Katarina Silvestri, Nichole Barrett, Tiffany M. Nyachae, 2023-06-01

This edited volume seeks to answer the question What does it mean to be a critical multimodal scholar in educational spaces Toward Critical Multimodality highlights how choices made throughout multimodal design and research processes are critically oriented and inextricably linked to power We show how social semiotics and multimodality inform engagement with criticality in educational spaces through questioning dominant narratives e g white cisheteropatriarchal ableist classist perspectives exploring relationships between selves and space problematizing and reimagining educational practices and dreaming of educational futures that are just anti oppressive and with room for all to thrive while learning These chapters demonstrate how studying multiple modalities in interaction e g image writing color spatial layout gaze proxemics gestures can reveal how power operates provide students with opportunities to explore themselves and their identities with respect to power and provide a vehicle for scholars to disrupt and transform oppressive educational practices Furthermore multiple chapters show alternative ways to display construct and share knowledge as transformative pedagogical practice in learning environments We reframe social semiotics and multimodality as an integral part of decentering dominant ideas of power and what counts as purposeful meaning making by highlighting how criticality and multimodality integrate theoretically and methodologically *The Meaning of Criticality in Education Research* Ashley Simpson, Fred Dervin, 2020-11-26

This book explores and problematizes what it means to be critical in education research Drawing together chapters from diverse global perspectives this volume aims to stimulate dialogue about possible meanings of criticality in education research In doing so they question why criticality has become such an essential part of education and what researchers expect of it The book opens up and contests some of the deficiencies of criticality in education research ultimately it is not a global term but often creates a false binary between East and West Offering an alternative trajectory to educational narratives surrounding criticality this book will be of interest and value to scholars of critical pedagogy and comparative education **Designing Learning with Digital Technologies** Fei Victor Lim, Mercedes Querol-Julián, 2024-06-26

This book offers a multimodal perspective on how to design meaningful learning experiences with

digital technologies Digital education is of increasing importance in today's digital society and the editors bring together international thought leaders and well established academics across geographical regions to explore the topic The book addresses the need to design learning with digital technologies especially in a post pandemic environment where blended learning has become ubiquitous The book is organised around five themes designing learning digital learning designs digital learning with embodied teaching digital learning interactions and digital multimodal literacies The chapters focus on digital technologies as multimodal semiotic resources and the educational implication of each theme is drawn out from illustrative cases across contexts of learning Essential reading for researchers and postgraduate students this book offers state of the art thinking on how educators can design new learning experiences for students through the meaningful and effective use of digital technologies Chapter 1 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

Getting Dialogic Teaching into Classrooms Klára Šedová, Zuzana Šalamounová, Roman Švaříček, Martin Sedláček, 2020-10-19 This book contributes to our understanding how teachers can improve classroom dialogue and thereby boost student learning The book reports the results of intervention research based on professional development program for teacher Participating teachers strived with the help of the researchers to instigate a rich and authentic dialogue in their classrooms The data shows that teachers were able to change their talk and interaction patterns and this was followed by a desirable change in their students who started to talk more and expressed more complex thoughts The book not only reports on a successful intervention but most importantly investigates in depth the teacher experiences and ways of learning during the intervention project

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

Technology, Multimodality and Learning Germán Canale, 2019-08-29 This book introduces multimodality and technology as key concepts for understanding learning in the 21st century The author investigates how a nationwide socio educational policy in Uruguay becomes recontextualised across time space scales impacting interaction and learning in an English as a Foreign Language classroom The book introduces scalar analysis to better understand the situated and fractal nature of education policy as meaning making subsequently defining learning from a multimodal socio semiotic approach The analytical integration of different policy scales shows what policy means to various stakeholders and what learning means for students and teachers This depends both on how they position themselves and how they engage with the policy educational media This innovative book will appeal to students and scholars of technology and learning as well as multimodality

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

Multimodal Epistemologies Arianna Maiorani,Christine Christie,2014-04-24 This volume develops a new multimodal semiotic approach to the study of communication examining how multimodal discourse is construed transmedially and interculturally and how new technologies and cultural stances inform communicative contexts across the world It contributes to current theoretical debates in the disciplines of semiotics linguistics multimodality and pragmatics as well as those aspects of pedagogy and film studies that engage with the notions of text and narrative by addressing questions such as How do we study multimedia communication How do we incorporate the impact of new media technologies into the study of Linguistics and Semiotics How do we construe culture in modern communication How useful are the current multidisciplinary approaches to multimodal communication Through the analysis of specific case studies that are developed within diverse academic disciplines and which draw on a range of theoretical frameworks the goal of this book is to provide a basis for an overarching framework that can be applied by scholars and students with different academic and cultural backgrounds

Designing Tasks in Secondary Education Ian Thompson,2014-09-19 Engaging students in learning about their subject is a central concern for all teachers and teacher educators How teachers view and use the pedagogic potential of different tasks to engage pupils with knowledge in different subjects is central to this endeavour Designing Tasks in Secondary Education explores models for effective task design helping you translate the curriculum into the tasks and activities that you ask your students to do in order to facilitate developmental or higher level understanding of curriculum content Written by experts in the field of education from a range of subjects and including a foreword written by renowned author Professor Walter Doyle this book spans an international context and offers a refreshing alternative of how to plan and design tasks that will not only intellectually stimulate but improve teaching quality Key topics explored include Designing tasks which engage learners with knowledge Policy perspectives on task design Designing cognitively demanding classroom tasks Task design issues in the secondary subjects Designing Tasks in Secondary Education offers essential insight into task design and its importance for enhancing subject understanding and student engagement It will challenge and support all education professionals concerned with issues of curriculum design subject knowledge classroom organisation agency in the learning process and teaching quality

MasterClass in English Education Sue Brindley,Bethan Marshall,2014-11-20 MasterClass in English Education draws on international research and practice to present effective and engaging approaches for English teaching focusing on the skills knowledge and understanding needed in the classroom As well as exploring the key modes of English teaching reading writing speaking and listening the contributors show how a greater understanding of

English can be found through drawing together modalities for example understanding reading through writing Case studies and classroom examples ensure that it is easy to understand the relevance of the theory in the classroom and links to research and critical texts support readers to develop practice and their professional voice Topics covered include subject knowledge curriculum media and technology pedagogy MasterClass in English Education will be essential reading for all studying the teaching and learning of English of PGCE and Education MEd MA courses

The Routledge Handbook of Applied Linguistics James Simpson, 2011-03-15 The Routledge Handbook of Applied Linguistics serves as an introduction and reference point to key areas in the field of applied linguistics The five sections of the volume encompass a wide range of topics from a variety of perspectives applied linguistics in action language learning language education language culture and identity perspectives on language in use descriptions of language for applied linguistics The forty seven chapters connect knowledge about language to decision making in the real world The volume as a whole highlights the role of applied linguistics which is to make insights drawn from language study relevant to such decision making The chapters are written by specialists from around the world Each one provides an overview of the history of the topic the main current issues and possible future trajectory Where appropriate authors discuss the impact and use of new technology in the area Suggestions for further reading are provided with every chapter The Routledge Handbook of Applied Linguistics is an essential purchase for postgraduate students of applied linguistics Editorial board Ronald Carter Guy Cook Diane Larsen Freeman and Amy Tsui

A Guided Reader for Secondary English David Stevens, 2012-08-21 The Guided Reader for Secondary English draws on extracts from the published work of some of the most influential education writers to provide insight guidance and clarity about key issues affecting Secondary English teachers The book brings together key extracts from classic and contemporary writing and contextualises these in both theoretical and practical terms The extracts are accompanied by a summary of the key ideas and issues raised questions to promote discussion and reflective practice and annotated further reading lists to extend thinking Taking a thematic approach and including a short introduction to each theme the chapters cover Theoretical models of curricular English The nature and structure of the Secondary School English curriculum Historical perspectives Texts and intertextuality The arts context for secondary English Assessment and evaluation Linguistic and cultural contexts Future possibilities and tensions Aimed at trainee and newly qualified teachers including those working towards Masters level qualifications as well as existing teachers this accessible but critically provocative text will be an essential resource for those that wish to deepen their understanding of Secondary English Education

Work-Based Learning in Clinical

Settings Viv Cook, Caroline Daly, Mark Newman, 2021-02-26 The importance of learning in the workplace has long been recognised in clinical education however the twin demands of the explosion in clinical knowledge and the changing dynamics of the clinical workplace have exposed the shortcomings of existing clinical learning practices and understandings of clinical learning in the workplace There is a growing demand for conceptual and methodological tools that can help to develop

understanding of the complex set of relationships involved in learning in professional healthcare contexts This ground breaking volume brings together the work of pioneering scholars of learning and is unique in providing a detailed account of socio cultural theory in relation to clinical education Work based Learning in Clinical Settings clearly illustrates the potential breadth of application and the strength and diversity of research in this field Each chapter engages with a distinct issue and follows a specific structure to present an extended case based presentation of the research that explains the architecture of the concept or theory application of the concept theory to clinical education methodological approaches used as well as the implications and limitations understanding of the workplace clinical learning that emerged as a result of the research It is ideal for professionals in clinical education healthcare policy makers and shapers and postgraduate students who will find the thorough innovative research enlightening

Research on Technology in English Education Carl A. Young, Sara Kajder, 2013-03-01 This book brings together the voices of leading English Education researchers who work to offer views into the changing landscape of English as a result of the use of digital media in classrooms out of school settings universities and other contexts in which readers and writers work But as in most useful texts the purpose is more nuanced and far reaching than simply offering a glimpse into where we currently find ourselves as a field In sum the collection brings together and interweaves what we are coming to know and understand about teaching English within a shifting digital landscape as well as the implications for teacher education and the discipline of English Education specifically The intended audience for this particular book is English educators doctoral candidates in the field of English education researchers and scholars in the field and English language arts teachers especially those interested in the impact digital technologies can have in our field

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