

edited by
Frances Christie
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Language, Knowledge and Pedagogy

Functional Linguistic and Sociological Perspectives



Language Knowledge And Pedagogy Functional Linguistic And Sociological Perspectives

**Eva Maagerø, Ruth Mulvad, Elise Seip
Tønnessen**



Language Knowledge And Pedagogy Functional Linguistic And Sociological Perspectives:

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

Disciplinary: 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is under threat in the modern world Claims abound that we are entering a landscape in which the division of disciplines is obsolete implying a commitment to outdated values in scholarship Notions of discipline are critiqued as reflecting social power and representing the worldview of dominant social groups By addressing and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

The Routledge Handbook of Systemic Functional Linguistics Tom Bartlett, Gerard O'Grady, 2017-01-12 The Routledge Handbook of Systemic Functional Linguistics brings together internationally renowned scholars of systemic functional linguistics SFL to provide a space for critical examination of the key tenets underpinning SFL theory Uniquely it includes description of the three main strands within contemporary SFL scholarship Halliday's Introduction to Functional Grammar Martin's discourse semantics and Fawcett's Cardiff Grammar In five sections and thirty eight interdisciplinary chapters this is the first handbook to cover the whole architecture of SFL theory comprising the ontology and epistemology of SFL SFL as a clause grammar lexicogrammar below the clause and SFL's approach to constituency SFL's vibrant theory of language above the clause and SFL as a theory of praxis with real world applications With a wide range of language examples a comprehensive editors introduction and a section on further reading

The Routledge Handbook of Systemic Functional Linguistics is an essential resource for all those studying and researching SFL or functional grammar **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 **The Linguistic Challenge of the Transition to Secondary School** Alice Deignan, Duygu Candarli, Florence Oxley, 2022-12-30 This book provides a unique analysis and description of the linguistic challenges faced by school students as they move from primary to secondary school a major transition which some students struggle with emotionally and academically The study draws on a bespoke corpus of 2.5 million words of written materials and transcribed classroom recordings provided by the project's partner schools combines quantitative and qualitative approaches to the corpus data to explore linguistic variation across school levels registers and subjects describes the procedures of corpus compilation and analysis of written and spoken academic language showing how modern corpus tools can be applied to this far reaching social and educational issue uncovers differences and similarities between the academic language that school children are exposed to at primary and secondary school contrasting this against the backdrop of the non academic language that they encounter outside school This book is important reading for advanced students and researchers in corpus linguistics applied linguistics and teacher education It carries implications for policymakers and schools looking to support students at this critical point in their schooling The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license **Interpersonal Meaning in Multimodal English Textbooks** Yumin Chen, 2022-03-10 Exploring multimodality in English language teaching textbooks this book focusses on how language and image are co deployed within these resources in order to create and convey interpersonal meaning Presenting cutting edge research in appraisal studies and multimodal discourse analysis Yumin Chen uses systemic functional linguistics and social semiotics to investigate how different voices are introduced and aligned inter modally in textbooks extending the appraisal

systems of engagement and graduation across language and image The book also demonstrates how linguistic and visual semiotic resources co instantiate attitude paying special attention to the attitudinal dimension of curriculum goals for school students of different ages Furthermore it examines how different kinds of coding orientation are deployed in various educational contexts and different constituent genres Demonstrating how the linguistic and semiotic theories can be adapted to analyze multimodal texts across language and image Interpersonal Meaning in Multimodal English Textbooks offers new perspectives on how to employ multimodal resources to enhance the teaching and learning of English as a foreign language

Accessing Academic Discourse J. R. Martin, Karl Maton, Y. J. Doran, 2019-11-07 Academic discourse is the gateway not only to educational success but to worlds of imagination discovery and accumulated wisdom Understanding the nature of academic discourse and developing ways of helping everyone access shape and change this knowledge is critical to supporting social justice Yet education research often ignores the forms taken by knowledge and the language through which they are expressed This volume comprises cutting edge work that is bringing together sociological and linguistic approaches to access academic discourse Systemic functional linguistics SFL is a long established and widely known approach to understanding language Legitimation Code Theory LCT is a younger and rapidly growing approach to exploring and shaping knowledge practices Now evermore research and practice are using these approaches together This volume presents new advances from this inter disciplinary dialogue focusing on state of the art work in SFL provoked by its productive dialogue with LCT It showcases work by the leading lights of both approaches including the foremost scholar of SFL and the creator of LCT Chapters introduce key ideas from LCT new conceptual developments in SFL studies using both approaches and guidelines for shaping curriculum and pedagogy to support access to academic discourse in classrooms The book is essential reading for all applicable and educational linguists as well as scholars and practitioners of education and sociology

Talking to Learn Pauline Jones, Jennifer Hammond, 2018-10-09 This book examines the place of talk in learning and the role of such talk in literacy education It builds on a strong tradition of research into the role of talk in constructing curriculum knowledge the relationship between talking and thinking and the significance of extended in depth dialogic interaction in classroom talk However it differs from tradition with its emphasis on the need to make the role of language in learning more visible and more explicit This book places particular emphasis on the relationship between dialogic pedagogy and language based approaches to learning Contributions range from discussions on educational linguistics and dialogic pedagogy as complementary perspectives to needs of students for whom English is an additional language or dialect This volume was originally published as a special issue of Research Papers in Education

Halliday and Chinese Linguistics: The Full Circle Zhuanglin Hu, 2024-06-24 This book is a progressive exposition on Halliday s academic thought and its origins by the renowned linguist Hu Zhuanglin based on 30 years of research The first part Chinese Origin introduces readers to the author s gradual understanding that Halliday s academic thought mainly came from Chinese scholars such as Wang Li Luo Changpei

and Gao Mingkai In 1980s Halliday and his students introduced the theory of Systemic Functional Linguistics into the foreign language and linguistics circles in China thus Halliday s academic thought returned to where it originated The second part A Discussion of Theories mainly addresses the author s experience and further discussions after learning Halliday s theory The theme of the third part is Discourse Analysis and focuses on the greatest difference between Systemic Functional Linguistics and traditional grammar sentence grammar Halliday emphasizes the study of discourse and sentences are only the embodiment of discourse at the next level The fourth part The Study of Chinese applies Halliday s linguistic theory to the evolution of the research of the Chinese language in China which can better explain the theme of return and is of great significance for Chinese scholars understanding and application of Halliday s academic thought School Discourse Frances Christie, Beverly Derewianka, 2010-09-17 **The Routledge Handbook of English for Academic Purposes** Ken Hyland, Philip Shaw, 2016-01-29 The Routledge Handbook of English for Academic Purposes provides an accessible authoritative and comprehensive introduction to English for Academic Purposes EAP covering the main theories concepts contexts and applications of this fast growing area of applied linguistics Forty four chapters are organised into eight sections covering Conceptions of EAP Contexts for EAP EAP and language skills Research perspectives Pedagogic genres Research genres Pedagogic contexts Managing learning Authored by specialists from around the world each chapter focuses on a different area of EAP and provides a state of the art review of the key ideas and concepts Illustrative case studies are included wherever possible setting out in an accessible way the pitfalls challenges and opportunities of research or practice in that area Suggestions for further reading are included with each chapter The Routledge Handbook of English for Academic Purposes is an essential reference for advanced undergraduate and postgraduate students of EAP within English Applied Linguistics and TESOL The Cambridge Handbook of Heritage Languages and Linguistics Silvina Montrul, Maria Polinsky, 2021-11-25 Heritage languages are minority languages learned in a bilingual environment These include immigrant languages aboriginal or indigenous languages and historical minority languages In the last two decades heritage languages have become central to many areas of linguistic research from bilingual language acquisition education and language policies to theoretical linguistics Bringing together contributions from a team of internationally renowned experts this Handbook provides a state of the art overview of this emerging area of study from a number of different perspectives ranging from theoretical linguistics to language education and pedagogy Presenting comprehensive data on heritage languages from around the world it covers issues ranging from individual aspects of heritage language knowledge to broader societal educational and policy concerns in local global and international contexts Surveying the most current issues and trends in this exciting field it is essential reading for graduate students and researchers as well as language practitioners and other language professionals New Literacies and the English Curriculum Len Unsworth, 2011-11-03 In an age where the use of electronic media is expanding and the nature of traditional texts and text based learning is changing new literacies are

becoming increasingly important in the school classroom This volume examines how new literacies can be used in the English curriculum and presents a series of research based studies applied to every level of school age education The chapters examine early literacy picture books the internet secondary school English and the problems of assessment in the new literacy age This forward thinking volume will be of interest to teachers and academics researching education literacy applied linguistics and social semiotic theory Applying Systemic Functional Linguistics Jonathan J. Webster,Xuanwei

Peng,2017-01-26 Applying Systemic Functional Linguistics The State of the Art in China Today showcases new work from leading scholars in China as well as offering perspectives on this work from M A K Halliday and Jim Martin The range of topics covers graphology phonology lexis group and clause clause complex text typology semiotics multimodality stylistics translation and teaching Not only will this book introduce the latest research into language and multimodal discourse being undertaken by scholars in China today but also suggest the way forward in terms of where linguistics should be going if the aim is still to create the innovative producers of social semiotic theory description and practice the world rightfully expects from the intellectual superpower China is economically positioned to become Jim Martin This book is essential reading for scholars involved with systemic functional linguistics and interested in its shifting dynamics **Stance and Voice in**

Written Academic Genres Carmen Sancho Guinda,2012-09-24 Stance and Voice in Written Academic Genres brings together a range of perspectives on two of the most important and contested concepts in applied linguistics stance and voice International experts provide an accessible yet authoritative introduction to key issues and debates surrounding these terms

Curriculum Studies in South Africa W. Pinar,2010-02-15 While much has been written about South African education now for the first time gathered in one collection are glimpses of South African curriculum studies described by six distinctive points of view **Women in Social Semiotics and SFL** Eva Maagerø,Ruth Mulvad,Elise Seip Tønnessen,2021-08-26 This

book showcases interviews with nine women who have made pioneering contributions to social semiotics and systemic functional linguistics SFL highlighting how these women have taken the discipline into new and innovative directions and the enduring impact of their work The volume features interviews with a generation of scholars inspired by the prominent linguists Michael Halliday and Ruqaiya Hasan in Sydney reflecting on their achievements in the advancement of theory knowledge and practical application as well as the establishment of research centers in different parts of the world A consistent interview format helps to illustrate the different directions the work of these scholars has taken and their different takes on key concepts to the discipline such as register genre text and context and multimodality Taken together the interviews offer insights into key strands of social semiotic and SFL scholarship and give inspiration toward moving the field into new theoretical and applied directions Reflecting on the groundbreaking work of renowned women scholars in social semiotics and SFL and their continued global impact this book will be key reading for students and scholars in these fields as well as those in the areas of language pedagogy literacy and multimodality **Systemic Functional Linguistics** Christian

M.I.M. Matthiessen, Kazuhiro Teruya, 2023-07-31 This user friendly student guide is the essential resource for all those engaged in studying systemic functional linguistics SFL Assuming no prior knowledge this guide is divided into nine chapters which can be read independently of one another and used for purposes of reference The reading section maps out and mediates the key SFL literature The application guides show how SFL has been and can be applied to various domains from translation to healthcare communication The term guides demystify the core terminology and the vocabulary guides aid readers in dealing with the most commonly used terms in text analysis Systemic Functional Linguistics is an invaluable guidebook for all those studying functional grammar and SFL within linguistics applied linguistics and related courses

Curriculum Inquiry in South African Higher Education Eli Bitzer, Nonnie Botha, 2011-11-01 At once evocative and suggestive this exemplary book gives me hope that educators and scholars across the world will seize the opportunity to self reflect and enlarge and enrich both their research and their practice in ways that will markedly contribute to the revitalisation of the higher learning in the twenty first century The urgency of the need for revitalisation of both research and practice in this domain of inquiry cannot be overstated Prof Clifton Conrad University of Wisconsin Madison USA **New Directions for Research in Foreign Language Education** Simon Coffey, Ursula Wingate, 2017-10-23 New Directions for Research in Foreign Language Education brings together contributions by reputed scholars that examine the challenges opportunities and benefits of teaching and learning foreign languages With a particular focus on languages other than English the book looks at the socio political dimension of language learning and teaching and the need to re theorize multilingualism for our age The volume includes a range of perspectives from language teaching as an act of reconciliation to language learning across the lifespan from innovations in assessment and curriculum to critical appraisals of pedagogy and textbook materials Each chapter presents a clear case study drawn from diverse contexts to illustrate the different concerns of the contributors The book is a valuable resource for all students teachers teacher educators and researchers who share an interest in researching multilingualism and the different facets of teaching and learning foreign languages

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