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Language, Knowledge and Pedagogy



CONTINUUM STUDIES IN LINGUISTICS

Language Knowledge And Pedagogy Functional Linguistic And Sociological Perspectives

Zhuanglin Hu



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is under threat in the modern world Claims abound that we are entering a landscape in which the division of disciplines is obsolete implying a commitment to outdated values in scholarship Notions of discipline are critiqued as reflecting social power and representing the worldview of dominant social groups By addressing and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 *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 **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 **The Routledge Companion to English Studies** Constant Leung, Brian V Street, 2014-03-14 English is now a global phenomenon no longer defined by fixed territorial cultural and social functions The Routledge Companion to English Studies provides an authoritative overview of the subject area Taking into account the changing conceptualisations of English this Companion considers both historical trajectories and contemporary perspectives whilst also showcasing the state of the art contributions made by the established scholars of the field The Routledge Companion to English Studies provides a set of broad perspectives on English as a subject of study and research highlights the importance of the link between English and other

languages within the concepts of multilingualism and polylingualism investigates the use of language in communication through the medium of digital technology covering key issues such as Digital Literacies Multimodal Literacies and Games and Broadcast Language explores the role of English in education taking account of social ethnographic and global perspectives on pedagogical issues This collection of thirty four newly commissioned articles provides a comprehensive and up to date picture of the dynamic and diverse field of English Studies and will be an invaluable text for advanced students and researchers in this area

Designing Learning with Embodied Teaching Fei Victor Lim, 2020-08-27 Teaching and learning involve more than just language The teachers use of gestures the classroom spaces they occupy and the movements they make as well as the tools they use work together with language as a multimodal ensemble of meanings Embodied teaching is about applying the understandings from multimodal communication to the classroom It is about helping teachers recognise that the moves they make and the tools they use in the classroom are part of their pedagogy and contribute to the design of the students learning experience In response to the changing profile and needs of learners in this digital age pedagogic shifts are required A shift is the evolving role of teachers from authority of knowledge to designers of learning This book discusses how using examples drawn from case studies teachers can use corporeal resources and digital tools to design learning experiences for their students It advances the argument that the study of the teachers use of language gestures positioning and movement in the classroom from a multimodal perspective can be productive This book is intended for educational researchers and teacher practitioners as well as curriculum specialists and policy makers The central proposition is that as teachers develop a semiotic awareness of how their use of various meaning making resources express their unique pedagogy they can use these multimodal resources aptly and fluently to design meaningful learning experiences This book also presents a case for further research in educational semiotics to understand the embodied ways of meaning making in the pedagogic context

International Encyclopedia of Education, 2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequalled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles

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From Language to Multimodality Carys Jones,Eija Ventola,2008-12-31 This book shares the recent debates by systemic functional linguistics and other linguistic forums Its principal focus is on how we use language to make meaning of the world on how the systems and structures of the ideational function of language represent the realisation of our experiences of the world around us

2010 [catalog] Degruyter,2010-12-16 Reviews are an important aspect of scholarly discussion because they help filter out which works are relevant in the yearly flood of publications and are thus influential in determining how a work is received The IBR published again since 1971 as an interdisciplinary international bibliography of reviews it is a unique source of bibliographical information The database contains entries on over 1 2 million book reviews of literature dealing primarily with the humanities and social sciences published in 6 820 mainly European scholarly journals Reviews of more than 560 000 scholarly works are listed The database increases every year by 60 000 entries Every entry contains the following information On the work reviewed author title On the review reviewer periodical year edition page ISSN language subject area in German English Italian Publisher address of journal

Educating for Social Justice and Inclusion in an African Context Nithi Muthukrishna,2008 The proposed book moves away from a special education course reflecting a broad consideration of social justice and inclusion that encompasses a variety of concerns about the lived experience of domination oppression and injustice and seeks to understand the complex intersections of a number of often overlapping categories of social identity and conflict including cultural ethnic and racialised identities gender sexual orientation class and disability

Language George Melville Bolling,Bernard Bloch,2007 Proceedings of the annual meeting of the Society in v 1 11 1925 34 After 1934 they appear in Its Bulletin

Textos y lenguaje académico ,2011 **The British National Bibliography** Arthur James Wells,2007 Discursos e identidades en contextos de cambio educativo ,2010 **Sociological Abstracts** ,1994

Linguistics and Language Behavior Abstracts ,2008 Lingua Albert Willem Groot,Anton Joannes Bernardus Nicolaas Reichling,2001 International review of general linguistics

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 Pedagogy and the Shaping of Consciousness Frances Christie, 2005-03-01 Basil Bernstein began to develop his theory of social structure and power relations during the 1950s and 1960s Early in the 1960s he met M A K Halliday and Ruqaiya Hasan who were developing the first formulations of what would become known as systemic functional SF linguistic theory A far reaching dialogue began Bernstein recognized the significant role that language plays in the construction of social experience and social inequality Halliday and Hasan were actively seeking a theory of language that would explain the nature of the social In different ways they acknowledged the powerful role of language in the social construction of experience Their resulting enquiries brought both theories and scholars into dialogue Contributors to this volume including Hasan and Bernstein continue this dialogue in a range of papers that draw on both SF linguistic theory with special reference to genre and Bernstein's sociological theory particularly with reference to his later work on pedagogic device and pedagogic discourse Several authors describe the influence of these theories on classroom practice including English and mathematics and literacy teaching in indigenous schools Pedagogy and the Shaping of Consciousness is an important contribution to the explication of the two theories the dialogue which they continue to provoke and their contribution to the provision of more equal access to education

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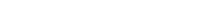
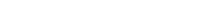
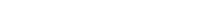
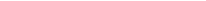
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