



**RESEARCHING  
LANGUAGE  
IN SCHOOLS  
AND  
COMMUNITIES**

**FUNCTIONAL LINGUISTIC  
PERSPECTIVES**

**Researching  
Language**

**EDITED BY LEN UNSWORTH**

# Researching Language In Schools And Communities Functional Linguistic Perspectives

**Theresa Catalano, Linda R. Waugh**



## **Researching Language In Schools And Communities Functional Linguistic Perspectives:**

*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

[Handbook of Language and Literacy](#) C. Addison Stone, Elaine R. Silliman, Barbara J. Ehren, Geraldine P. Wallach, 2013-09-24 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 **International Journal of Language Studies (IJLS) □ volume 10(3)** Mohammad Ali Salmani Nodoushan,2016-04-20 Special issue on systemic functional linguistics education and critical discourse analysis

*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 [Traditions and Transitions](#) John L. Plews,Barbara Schmenk,2013-11-21 *Traditions and Transitions Curricula for German Studies* is a collection of essays by Canadian and international scholars on the topic of why and how the curriculum for post secondary German studies should evolve Its twenty chapters written by international experts in the field of German as a foreign or second language explore new perspectives on and orientations in the curriculum In light of shifts in the linguistic and intercultural needs of today s global citizens these scholars in German studies question the foundations and motivations of common curriculum goals traditional program content standard syllabus design and long standing classroom practice Several chapters draw on a range of contemporary theories from critical applied linguistics second language acquisition curriculum theory and cultural studies to propose and encourage new curriculum thinking and reflective practice related to the translingual and cross cultural subjectivities of speakers learners and teachers of German Other chapters describe and analyze specific examples of emerging trends in curriculum practice for learners as users of German This volume will be invaluable to university and

college faculty working in the discipline of German studies as well as in other modern languages and second language education in general Its combination of theoretical and descriptive explorations will help readers develop a critical awareness and understanding of curriculum for teaching German and to implement new approaches in the interests of their students

**Modernizing Educational Practice** Katarzyna Papaja, Artur Swiateka, 2016-02-08 Content and Language Integrated Learning CLIL is an innovative approach referring to educational settings where a language different from the learners mother tongue is used as a medium of instruction This other language is found to be used from kindergarten to the tertiary level and the extent of its use may range from occasional foreign language texts in individual subjects to covering the whole curriculum The changes in the technological economic and social realities of the modern world have led and still lead to more frequent contact between people of different linguistic and cultural backgrounds Globalisation has made the world interconnected the world is rapidly becoming a mixed global village where the role of languages is extremely important In such an integrated world integrated learning is viewed as a modern form of educational delivery CLIL represents an increasingly popular approach to language teaching and learning not only in Europe but also in other countries such as Japan Malaysia China and the United Arab Emirates Even though CLIL is not of a uniform nature and varies across the world one of the main arguments for its introduction is that it creates conditions for naturalistic language learning This book represents selected presentations given at the Ustro CLIL 2013 conference which brought together academicians researchers teachers and educational authorities from all over the world and provided them with the opportunity to exchange an interdisciplinary dialogue on CLIL methodologies as well as the purely practical consequences of implementing such pedagogies in institutional educational practices at the primary secondary or tertiary level As such collection embraces original contributions across a range of areas of CLIL

**Critical Discourse Analysis, Critical Discourse Studies and Beyond** Theresa Catalano, Linda R. Waugh, 2020-09-28 This book explores the problem oriented interdisciplinary research movement comprised of Critical Discourse Analysis CDA and Critical Discourse Studies CDS for scholars teachers and students from many backgrounds Beginning with a Preface by renowned CDA CDS scholar Ruth Wodak it introduces CDA CDS through examples of what its research looks like delineates various precursors to CDA CDS and important foundational concepts and theories and traces its development from its early years until it became established After the relationship between CDA and CDS is discussed seven commonly cited approaches to CDA CDS are outlined including their connections and differences their origins and development major and associated scholars research focus es and central concepts and distinguishing features After a summary of critiques of CDA CDS and responses by CDA CDS scholars the book provides an overview of its salient connections to other interdisciplinary areas of scholarship such as critical applied linguistics education anthropology ethnography sociolinguistics gender studies queer linguistics pragmatics and ecolinguistics The final chapter describes how scholars use their knowledge of CDA CDS to make a difference in the world

**Relations and Functions within and**

**around Language** David Lockwood, Michael Cummings, Peter Fries, William Spruiell, 2005-05-01 Currently there is a movement in linguistics towards careful use of corpora in linguistic and text analysis which has involved both written and spoken corpora and those which combine spoken and written text Most text analyses address written texts often literary works but detailed discussion of the language of a single oral text from multiple perspectives has rarely been published This book is among the first to integrate the analysis of the language of spoken and written texts It describes language as a network of functional relations involving a context which is also a network of functional relations The essays in Part One present several perspectives on the theory of language as functional relations those in Part Two discuss a single oral text using a variety of functional perspectives All of the essays are by linguists interested in oral and written texts who have achieved international recognition in their fields Illustrated in this book are cognitive social construction social praxis and anthropological approaches to the description of text *The Routledge Linguistics Encyclopedia* Kirsten

Malmkjaer, 2009-12-04 The Routledge Linguistics Encyclopedia is a single volume encyclopedia covering all major and subsidiary areas of linguistics and applied linguistics The 79 entries provide in depth coverage of the topics and sub topics of the field Entries are alphabetically arranged and extensively cross referenced so the reader can see how areas interrelate Including a substantial introduction which provides a potted history of linguistics and suggestions for further reading this is an indispensable reference tool for specialists and non specialists alike This third edition has been thoroughly revised and updated with new entries on attitudes to language conversation analysis English Language Teaching gesture and language idioms language and advertising language and new technologies linguistics in schools optimality theory research methods in linguistics slang The following entries have been recommissioned or substantially revised Animals and Language Artificial Languages Computational Linguistics to Language Engineering Contrastive Analysis Contrastive Linguistics Corpus Linguistics Critical Discourse Analysis Dialectology Discourse Analysis Dyslexia Genre Analysis Historical Linguistics Intonation Language and Education Language Gender and Sexuality Language Origins Language Surveys Language Universals Linguistic Typology Metaphor Pragmatics Rhetoric Semantics Semiotics Sociolinguistics Stylistics Systemic Functional Grammar Writing Systems **School Discourse** Frances Christie, Beverly Derewianka, 2010-09-17

Decolonising the Literature Curriculum Charlotte Beyer, 2022-03-11 This book explores pedagogical approaches to decolonising the literature curriculum through a range of practical and theoretically informed case studies Although decolonising the curriculum has been widely discussed in the academe and the media sustained examinations of pedagogies involved in decolonising the literature at university level are still lacking in English and related subjects This book makes a crucial contribution to these evolving discussions presenting current and critically engaged pedagogical scholarship on decolonising the literature curriculum Offering a broad spectrum of accessible chapters authored by experienced national and international academics the book is structured into two parts Texts and Contexts presenting case studies on decolonising

the literature curriculum which range from the undergraduate classroom university writing centres through to the literary doctorate

Modelling Text As Process Xueyan Yang, 2011-10-27 A discourse analysis that is not based on grammar is likely to end up as a running commentary on a text whereas a grammar based one tends to treat text as a finished product rather than an on going process This book offers an approach to discourse analysis that is both grammar based and oriented towards text as process It proposes a model called TEXT TYPE within the framework of Hallidayan systemic functional linguistics which views grammatical choices in a text not as elements that combine to form a clause structure but as semantic features that link successive clauses into an unfolding phase It then demonstrates the model in actual analyses of 10 texts transcribed from 10 class hours audio recorded EFL classroom discourse which in turn leads to the establishment of a dynamic system network that can be applied to future analyses of the process of EFL classroom discourse The book also uncovers interesting details about EFL classroom teaching and learning in the Chinese context including variations in the classroom environment features of the interaction process and discourse strategies of the teachers and students It will be essential reading for academics and postgraduates working in the fields of discourse analysis second language acquisition and systemic functional linguistics

**Advances in Language and Education** Anne McCabe, Mick O'Donnell, Rachel Whittaker, 2007-07-19 This book examines new functional approaches to language and education and the impact of these on literacy in the classroom The first section looks at issues of multimodality in which the definition of a text is expanded to include not only that which is written down but also the interaction of writing graphics and audiovisual material The contributors explore ways in which language education can be expanded to deal with multimodal discourse whether in children's books in textbooks or on the web The second section looks at how critical discourse analysis and appraisal theory can be used as tools for assessing the effectiveness of student writing and literacy achievement and also for helping developing writers to write more successfully The final section argues that corpus based studies of language have changed the way we see language and that the way we teach language should evolve in line with these changes This appealing survey of new directions in language and education includes contributions from internationally renowned scholars It will be of interest to researchers in systemic functional linguistics or language and education

**Discourse Studies Reader** Ken Hyland, 2013-04-25 Since 2005 the Continuum Discourse series under the editorship of Professor Ken Hyland has published some of the most cutting edge work in the field of discourse analysis This edited collection offers a showcase of the work produced by its authors and reads as fully functional book in its own right The work of Paul Baker Frances Christie and Greg Myers features amongst others With an introduction by Professor Hyland the chapters are organized thematically to provide a look a research methods examine at the various types of institutional discourses covered by the series and finally a look to arguably the future of the field electronic discourses in an electronic medium for example Twitter SMS and Blogs This is an essential purchase for those involved in discourse analysis in any capacity

Interpersonal Relations and Social Patterns in

Communication Technologies: Discourse Norms, Language Structures and Cultural Variables Park, Jung-ran, Abels, Eileen, 2010-04-30 This book provides interdisciplinary perspectives utilizing a variety of research methods to uncover the fundamental components of computer mediated communication i e language interpersonal relations communication and information technology which will be discussed in the following section Provided by publisher **Exploring Literacies** Helen de Silva Joyce, Susan Feez, 2016-01-26 This book is a guide to current research and debate in the field of literacies practice and education It provides both an historical and lifespan view of the field as well as an overview of research methodologies with first hand examples from a range of researchers involved in literacy research **Analysing Academic Writing** Louise Ravelli, Robert A. Ellis, 2005-12-07 This volume covers the writing not only of native speakers of the language in which they are being taught but also that of those to whom the language of pedagogy is secondary Australian editors Handbook of Research on New Literacies Julie Coiro, Michele Knobel, Colin Lankshear, Donald J. Leu, 2014-04-04 Situated at the intersection of two of the most important areas in educational research today literacy and technology this handbook draws on the potential of each while carving out important new territory It provides leadership for this newly emerging field directing scholars to the major issues theoretical perspectives and interdisciplinary research pertaining to new literacies Reviews of research are organized into six sections Methodologies Knowledge and Inquiry Communication Popular Culture Community and Citizenship Everyday Literacies Instructional Practices and Assessment Multiple Perspectives on New Literacies Research FEATURES Brings together a diverse international team of editors and chapter authors Provides an extensive collection of research reviews in a critical area of educational research Makes visible the multiple perspectives and theoretical frames that currently drive work in new literacies Establishes important space for the emerging field of new literacies research Includes a unique Commentary section The final section of the Handbook reprints five central research studies Each is reviewed by two prominent researchers from their individual and different theoretical position This provides the field with a sense of how diverse lenses can be brought to bear on research as well as the benefits that accrue from doing so It also provides models of critical review for new scholars and demonstrates how one might bring multiple perspectives to the study of an area as complex as new literacies research The Handbook of Research on New Literacies is intended for the literacy research community broadly conceived including scholars and students from the traditional reading and writing research communities in education and educational psychology as well as those from information science cognitive science psychology sociolinguistics computer mediated communication and other related areas that find literacy to be an important area of investigation **Syntactic Analysis and Description** David Lockwood, 2005-05-01 This book is designed to teach undergraduate and beginning graduate students how to understand analyse and describe syntactic phenomena in different languages The book covers every aspect of syntax from the basics to more specialised topics such as clitics which have grammatical importance but cannot be used in isolation and negation in which a construction contradicts the meaning of a



sentence The approach taken combines concepts from different theoretical schools which view syntax differently These include M A K Halliday s systemic functional linguistics the stratificational school advocated by Sydney Lamb and Kenneth L Pike s tagmemic model The emphasis of the book is on syntactic structures rather than linguistic meaning and the book stresses the difference between a well formed sentence and a meaningful one The final chapter brings these two aspects together to show the connections between syntax and semology Each chapter concludes with exercises from a diverse range of languages and a list of major technical terms The book also includes a glossary as an essential resource for students approaching this difficult subject for the first time

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