

<<教育语言研究-马丁文集>>

图书基本信息

书名：<<教育语言研究-马丁文集>>

13位ISBN编号：9787313077592

10位ISBN编号：7313077599

出版时间：2012-4

出版时间：上海交通大学出版社

作者：马丁

页数：465

字数：651000

版权说明：本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问：<http://www.tushu007.com>

<<教育语言研究-马丁文集>>

内容概要

《马丁文集(7教育语言研究)》为《马丁文集》第7卷,《马丁文集(7教育语言研究)》收录了马丁自1981年以来发表的以及即将发表的15篇关于教育语言的论文,主要涉及伯恩斯坦的教育学理论、维果斯基的教育学理论、韩礼德的教育学理论,以及在教育学理论基础上发展的基于语类的“悉尼学派”的教育学理论。基于语类的教育学理论中最大的亮点是读写教学理论。

<<教育语言研究-马丁文集>>

作者简介

马丁，博士，国际著名系统功能语言学学家，悉尼大学教授、语言学系系主任，“语言评价理论”和“积极话语分析”创始人。

书籍目录

The Author's Introduction
Acknowledgements
The Ontogenesis of Written Genre (with John Rothery) (1981)
Systemic Functional Linguistics and an Understanding of Written Text (1984)
What a Functional Approach to the Writing Task Can Show Teachers about "Good Writing" (with John Rothery) (1986)
Intervening in the Process of Writing Development (1986)
Genre and Literacy: Modeling Context in Educational Linguistics(1993)
In/visible Education: Class, Gender and Pedagogy in Educating Rita and Dead Poets' Society (with Anne Cranny-Francis) (1994)
Linguistics and the Coumer: The Practice of Theory (1997)
Mentoring Semogenesis: "Genre-based" Literacy Pedagogy (1999)
Grammar Meets Genre: Reflection on the "Sydney School" (2000)
Designing Literacy Pedagogy: Scaffolding Asymmetries (with David Rose) (2005)
Metadiscourse: Designing Interaction in Genre-based Literacy Programs(2006)
Interacting with Text: The Role of Dialogue in Learning to Read and Write (with David Rose) (2007)
Genre and Language Learning: A Social Semiotic Perspective (2009)
Historical Cosmologies: Epistemology and Axiology in Australian Secondary School History (with K. Maton & E. Matruglio) (2010)
Writing and Genre Studies
References
Index

章节摘录

The genre-based approach to teaching writing, illustrated above, has had a profound impact on literacy education in Australia, particularly in primary schooling and in adult ESL and academic literacy programs. As writing is the principal means by which students' academic learning is evaluated, the goal of this methodology has been to provide students with resources to achieve success in formal evaluation. Over the past decade these successes have been extended into teaching reading, using carefully designed strategies to support students to recognise language patterns in academic texts, enabling them to read with critical comprehension, and to use these language patterns in their writing. This methodology, known as Reading to Learn. (Rose 2004c, 2005a, 2006b, 2007), approaches reading first from the perspective of genre, then the patterns in which a text's field unfolds through the genre, and finally the wordings with in sentences that realise these discourse semantic patterns. The methodology is illustrated here with a lesson in which adult ESL students learn to read a discussion about immigration in Australia, in an academic preparation course. An extract is presented as text (2). The first paragraph presents the issue, the second paragraph presents one position on immigration's impact on employment, the third presents the author's opposing position. (2) Plus to immigration equation

Both before and since the White Australia policy of the 1950s, immigration has been a political hot potato - yet the economic evidence shows immigration has been extremely good for the nation. In spite of the facts, today's economic nationalist parties - One Nation, the Australian Democrats, Advance Australia, the Greens and Australia First - espouse policies of greatly reduced or zero net migration. They do so for several reasons. The most common argument against allowing migrants in numbers is based on a lopsided view of the impact on Australia's economy. The Advance Australia party wants to call a "halt to all immigration until we have solved our unemployment problems" as if the only impact of migration is to take jobs which might otherwise be available to unemployed Australians.

版权说明

本站所提供下载的PDF图书仅提供预览和简介，请支持正版图书。

更多资源请访问:<http://www.tushu007.com>