# <<教育语言研究-马丁文集>>

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#### 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,以及在这些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。

### <<教育语言研究-马丁文集>>

#### 书籍目录

The Author's Introduction

Acknowledgements

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References

Index

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#### 章节摘录

The genre-based approach to teaching writing , illustrated above , has had aprofound 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 successin formal evaluation. Over the past decade these successes have been extended into teaching reading , using carefully designed strategies to support students torecognise 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 insentences 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 onemployment , the third presents the author's opposing position. (2) Plus to immigration equation

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