

Procedural Recount Text Example

Understanding, Evaluating, and Conducting Second Language Writing Research Charlene Polio, Debra A. Friedman. 2016-11-18 Understanding, Evaluating, and Conducting Second Language Writing Research speaks to the rapidly growing area of second language writing by providing a uniquely balanced approach to L2 writing research. While other books favor either a qualitative or quantitative approach to second language acquisition (SLA) research, this text is comprehensive in scope and does not privilege one approach over the other, illuminating the strengths of each and the ways in which they might complement each other. It also provides equal weight to the cognitive and socio-cultural approaches to SLA. Containing an array of focal studies and suggestions for further reading, this text is the ideal resource for students beginning to conduct L2 writing research as well as for more experienced researchers who wish to expand their approach to conducting research.

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 a 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 at 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.

Engaging Students in Academic Literacies María Estela Brisk. 2022-12-12 The second edition of this important and practical text provides specific information to guide teachers in planning and carrying out genre writing instruction in English for K-8 students within the content areas. Informed by systemic functional linguistics (SFL)—a framework conducive to instruction that views language as a meaning-making resource—this book guides teachers by presenting concrete ways to teach writing in the language arts, science, and social science curricula. Introducing theory of language that is effective in addressing the writing development of all students, especially multilingual/multicultural groups, the book provides essential scaffolding for teachers to design and implement effective, inclusive curricula while building their own knowledge. Fully up to date, the second edition features new genres appropriate for middle school, examples of student writing, an expanded focus on genre pedagogy, a new chapter on bilingual learners, guidance for teaching in the middle grades, as well as clear steps to prepare genre units based on two decades of experience working with whole schools. The chapter units cover distinct genres, including memoirs, historical, genres, fictional narratives, arguments, and more. With ready-to-use tools, the new edition prepares elementary and middle school teachers to meet and adapt to the variable demands of their own educational contexts. Easy to navigate, this teacher-friendly text is an essential resource for courses in academic writing, English education, and multilingual education, and for pre-service and practicing English Language Arts (ELA) teachers who want to expand their teaching abilities and knowledge bases.

English as a Second Language in the Mainstream Constant Leung, Christine Davison, Bernard Mohan. 2014-07-15 Since it was first established in the 1970's the Applied Linguistics and Language Study series has become a major force in the study of practical problems in human communication and language education. Drawing extensively on empirical research and theoretical work in linguistics, sociology, psychology and education, the series explores key issues in language acquisition and language use. English as a Second Language learners are now a considerable and increasing part of the mainstream of urban schools in English-speaking countries. Beyond the learning of English, this development raises broader questions of language as a medium of education in a multilingual, multicultural environment. Drawing on their experience as researchers and educators in Australia, Canada and England, the authors of English as a Second Language in the Mainstream present an up-to-date account of advances in theory and practice. Their analysis of system-wide provision however, suggests that a truly responsive educational vision is lacking: government policy is inadequate, educational practices for ESL students are either underdeveloped or poorly coordinated with practices for other students, and the rhetoric of reform fails to engage significantly with issues of teaching and resources. The authors argue towards a more comprehensive vision which can acknowledge the relation between issues concerning ESL students and issues concerning the educational system as a whole, which can coordinate reforms in ESL education with general reforms, which can explicitly and systematically integrate language learning and content learning, and which can build more positively on the multilingual and multicultural nature of modern education for all students.

Language in Writing Instruction María Estela Brisk. 2020-09-22 Accessible and engaging, this book offers a comfortable entry point to integrating language instruction in writing units in grades 3-8. A full understanding of language development is necessary for teaching writing in a successful and meaningful way. Applying a Systemic Functional Linguistics (SFL) approach, María Brisk embraces an educator's perspective, breaks down the challenges of teaching language for non-linguists, and demonstrates how teachers can help students express their ideas and create cohesive texts. With a focus on the needs of all students, including bilingual and English language learners, Brisk addresses topics necessary for successful language instruction, and moves beyond vocabulary and grammar to address meaning-making and genre. This book provides a wealth of tools and examples for practice and includes helpful instructional resources that teachers can return to time after time. Moving from theory to practice, this teacher-friendly text is a vital resource for courses in language education programs, in-service teacher-training seminars, and for pre-service and practicing English Language Arts (ELA) teachers who want to expand their teaching abilities and knowledge bases. This book features a sample unit and a reference list of instructional resources.

Transforming a University Angela Brew, Judyth Sachs. 2007-06-21 This unique collection shows what happens when one university takes on the challenge of developing the scholarship of teaching and learning with a view to enhancing students' learning experiences.

Focus on Grammar and Meaning Luciana C. de Oliverira, Mary J. Schleppegrell. 2016-06-28 Focus on Grammar and Meaning explores how to teach grammar effectively to second or foreign language learners aged 5-18. It provides teachers with research insights that will help them to reflect on their classroom practice and enable them to experiment with different ways of teaching grammar. Taking a 'systemic-functional' approach, the authors emphasize the importance of linking language and meaning in teaching. Key research studies on grammar instruction are featured, examples from real classroom practice are examined, and activities are provided to help teachers relate the content to their own teaching context. Additional online resources at www.oup.com/elt/teacher/fogm Luciana C. de Oliveira is Associate Professor of TESOL and Applied Linguistics at Teachers College, Columbia University, New York. Mary J. Schleppegrell is Professor of Education at the University of Michigan, Ann Arbor.

Talk and Text Angela Downing Rothwell, A. Jesús Moya Guijarro, José Ignacio Albentosa Hernández, Joaquín Garrido, Eija Ventola, Tomás González, Raquel Hidalgo. 2000 This book reviews some current theories about the internal organization of written and oral discourse. The articles range from the theoretical to the highly practical, from the cognitive frameworks which make coherence in oral conversation to the structural and linguistic devices which create textuality in written language. Contextual issues such as ideology, topicality and topic management, thematicity and academic discourse are explored via a contemporary and authentic sample of written fragments and oral corpora. This accessible book will be useful to advanced undergraduate and postgraduate students and to teachers interested in Language and Linguistics.

Successful Teaching David Schwarzer, Jamie Grinberg. 2016-12-13 This edited volume provides novice teachers with a practical guide to help them transition from teacher education students to independent, reflective

and autonomous classroom teachers.

The Discourse of Physics Y. J. Doran.2017-09-18 This book provides a detailed model of both the discourse and knowledge of physics and offers insights toward developing pedagogy that improves how physics is taught and learned. Building on a rich history of applying a Systemic Functional Linguistics approach to scientific discourse, the book uses an SFL framework, here extended to encompass the more recently developed Systemic Functional Multimodal Discourse Analysis approach, to explore the field's multimodal nature and offer detailed descriptions of three of its key semiotic resources - language, image, and mathematics. To complement the book's SFL underpinnings, Doran draws on the sociological framework of Legitimation Code Theory, which offers tools for understanding the principles of how knowledge is developed and valued, to explore the manifestation of knowledge in physics specifically and its relationship with discourse. Through its detailed descriptions of the key semiotic resources and its analysis of the knowledge structure of physics, this book is an invaluable resource for graduate students and researchers in multimodality, discourse analysis, educational linguistics, and science education.

Developing Materials for Language Teaching Brian Tomlinson.2023-07-27 Viewing current developments in materials development through the eyes of developers, users and researchers from all over the world, this book applies principles to practice. It provides a comprehensive coverage of the main aspects and issues in the field as well as critical overviews of recent developments in materials development, and acts as a stimulus for innovation. Now revised and updated to take account of developments over the last decade, this 3rd edition features: - 8 new chapters, covering materials use, blended learning, multimodality, intercultural competence, communicative competence, the practical realisation of theoretical principles in the development of digital materials, the teaching of right to left languages and the commodification of grammar. - Fully updated chapters with contemporary examples and considering teaching second and foreign languages other than English. - New pedagogical resources, with the addition of tasks and further readings for each chapter. - New online resources, 2 new chapters on producing videos on teacher development courses and materials development on teacher training courses and 2 updated chapters on development courses for teachers and simulations in teacher development, alongside a range of additional tasks and further reading suggestions.

Teaching and Researching Writing Ken Hyland.2013-11-26 This book provides an authoritative, readable and up-to-date guide to the major themes and developments in current writing theory, research and teaching. Written in a clear, accessible style, it covers theoretical and conceptual issues, addresses current questions and shows how research has fed into state-of-the-art teaching methods, practices, materials and software applications. Thoroughly updated and revised, this second edition also contains a new chapter on important issues in writing such as genre, context and identity. The book includes: Suggestions for teaching approaches and small-scale, do-able research projects, illustrated with case studies Clearly laid out discussions of key topics using bullet points, screen shots, sidebars and quote boxes An extensive compendium of resources including lists of major journals, websites, professional associations, conferences and on-line databases A recommended reading section and glossary of key terms The combination of teaching and research analysis with practical information makes this an invaluable resource for teachers, supervisors, students, materials writers, trainers and professionals engaged in language study and teaching.

Teaching and Learning in English Medium Instruction Jack C. Richards,Jack Pun.2022-03-02 Teaching and Learning in English Medium Instruction provides an overview of the nature of English Medium Instruction (EMI) in both secondary and tertiary education. The book explores the nature of academic literacy in EMI the ways in which EMI is implemented in different contexts issues related to teaching and learning through the medium of English teaching challenges and coping strategies used by EMI teachers support for EMI through EAP the professional development needs of EMI teachers approaches to the evaluation of EMI programs. The book contains a number of short chapters written in an accessible style with discussion questions and practical follow-up tasks. Throughout the book, key theory and research serve to introduce the core issues involved in EMI, which are then explored in terms of implications for practice. The book can be used in workshops and courses and for groups that include EMI teachers of content subjects, EAP teachers, TESOL students, and teachers and education officials involved with the implementation of EMI in different contexts. With the expansion of EMI worldwide in recent years the book seeks to introduce EMI to a new generation of EMI teachers and language teaching professionals.

Language Education in the Primary Years Frances Christie.2005 This book is intended as a textbook for teacher education in the primary years. Drawing on much recent research into language and literacy, especially Systemic Functional Linguistic theory, it provides basic principles for understanding the teaching of the English language.

Handbook of Research on Reading Comprehension, Second Edition Susan E. Israel.2017-01-02 This edition provides a transformative snapshot of reading comprehension as a field of study at a seminal moment. It maintains the same high level of standards with respect to (1) historical perspectives useful for laying the foundation of study on reading comprehension; (2) theoretical perspectives that allow the reader to consider different views on how specific areas have evolved since the first edition; (3) excellent chapters on various elements of reading comprehension, including major research studies in assessment, cultural impacts of reading comprehension, issues affecting English language learners, and consideration of international populations; and (4) identification of future research needs to help raise important questions and stimulate possible hypotheses for future research--

Mapping Genres, Mapping Culture Elizabeth A. Thomson,Motoki Sano,Helen de Silva Joyce.2017-12-15 The purpose of this book is to contribute to our understanding of genre and genre variation in the Japanese language in order to bring to consciousness the nature of Japanese culture and the presuppositions, norms and values found within Japanese society. This type of knowledge enables interventions and agency, as knowing how language works within a culture makes it possible to consciously accept it or to influence and shape it into the future. The various chapters seek to explore social contexts and the norms, values and practices of Japanese culture through the language choices in analysed texts in literature, education, the workplace and in print-based media. These genres collectively form part of the cultural fabric of Japan. The book represents a first step in documenting a selected set of Japanese genres from a social semiotic perspective. It will be of interest to students and scholars in a wide range of linguistic fields, such as Japanese descriptive linguistics, pragmatics, sociolinguistics, discourse analysis, systemic functional linguistics and applied linguistics. It should also appeal to teachers and learners of Japanese and to media commentators, students of literature, cultural studies and journalism.

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.

Literacy David Wray.2004 This four-volume collection reprints key debates about exactly what it means to be literate and how literacy can best be taught. Rather than centering on the emotional reaction of mass media debates, this set focuses on research findings into processes and pedagogy. The themes covered include Literacy : its nature and its teaching, Reading - processes and teaching, Writing - processes and teaching and New Literacies - the impact of technologies.

Appraising Research: Evaluation in Academic Writing S. Hood.2010-05-13 Focusing on the introductions to research articles in a variety of disciplines, the author uses appraisal theory to analyze how writers bring

together multiple resources to develop their positions in the flow of discourse. It will be most useful for researchers new to appraisal, and to EAP teachers.

Scaffolding for Multilingual Learners in Elementary and Secondary Schools Luciana C. de Oliveira, Ruslana Westerlund. 2022-08-24 This insightful and timely volume addresses how scaffolding can be used to support multilingual learners to amplify their opportunities for learning. As a dynamic educational process, scaffolding facilitates responsive and adaptive teaching and learning; addresses students' needs; increases student autonomy; and promotes adaptive, high-level learning without simplifying instruction. Section I covers the theoretical grounding and reconceptualizations of scaffolding. Section II offers concrete examples and case studies from varied classroom contexts. Section III provides a window into professional development to discuss the work of pre-service and in-service teachers, and how they develop their understandings and practices of teaching multilingual learners. Contributors address diverse topics, including translanguaging in the classroom, scaffolding as a tool for equitable teaching, virtual learning, as well as learning in dual language and content area classrooms. Featuring examples from teacher education programs as well as principles for design of educative curriculum materials, this book is ideal for pre-service teachers and students in TESOL, applied linguistics, and language education.

Handbook of Research in Second Language Teaching and Learning Eli Hinkel. 2016-11-18 Volume III of the Handbook of Research in Second Language Teaching and Learning, like Volumes I and II, is a comprehensive, state-of-the-art overview of current research into social contexts of second language (L2)/foreign language (FL) teaching and learning; language policy; curriculum; types of instruction; incremental language skills such as listening, speaking, reading, writing, vocabulary, and grammar; international communication; pragmatics; assessment and testing. It differs from earlier volumes in its main purpose—to provide a more in-depth discussion and detailed focus on the development of the essential language skills required for any type of communication: speaking, listening, reading, vocabulary, grammar, and writing. Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2/FL teaching and learning and applied linguistics, but rather than offering a historical review of disciplinary traditions, it explores innovations and new directions of research, acknowledges the enormous complexity of teaching and learning the essential language abilities, and offers a diversity of perspectives. Chapter authors are all leading authorities in their disciplinary areas. What's new in Volume III? Updates the prominent areas of research, including the sub-disciplines addressed in Volumes I and II, and represents the disciplinary mainstays. Considers and discusses perspectives held by different schools of thought on the what, the how, and the why of teaching foundational language skills, including theories, pedagogical principles, and their implementation in practice. Captures new and ongoing developments and trends in the key areas of L2/FL teaching and learning, and innovative research topics that have gained substantial recognition in current publications, including the role of corpora, technology, and digital literacy in L2/FL teaching and learning. Examines new trends in language pedagogy and research, such as an increased societal emphasis on teaching academic language for schooling, somewhat contradictory definitions of literacy, and the growing needs for instruction in intercultural communication.

Targeting Text Katrina Wood, Sue Stubbs. 2000

English Learner Instruction through Collaboration and Inquiry in Teacher Education James F. Nagle. 2013-10-01 In an era of accountability and increased demand of literacy competency, this book provides examples of how teacher educators and teachers have come together to learn from each other and from English learners. The chapters in this book follow a teacher learning framework that highlights joint work, features inquiry into practice and integrates disciplinary content knowledge with culturally and linguistically responsive teaching. While the chapters feature different venues for teacher learning, they all depict the process of teachers and teacher educators striving to integrate English learner instruction into mainstream teacher education. This book will be a resource for faculty in teacher education programs and for administrative personnel in school districts to illustrate the process of building authentic collaborations that can improve teacher learning and understanding about English learner instruction.

Supporting Education Karen Kearns. 2019-07-02 The new edition of Supporting Education is the perfect handbook for anyone who works with qualified teachers in a role supporting the education and development of school children. Supporting Education, 3e is written to support the Certificate III in Education Support qualification, from the streamlined CHC Community Services Training Package. It provides Education Support Workers with an overview of child development and how children learn, as well an introduction to the key learning areas. The text also links to new online support resources and information to help with teaching and class prep time. Premium online teaching and learning tools are available on the MindTap platform. Learn more about the online tools [cengage.com.au/learning-solutions](https://www.cengage.com.au/learning-solutions)

Expressing Critical Thinking through Disciplinary Texts Ian Bruce. 2020-06-25 Exploring how critical thinking is expressed in writing, this book investigates the specific linguistic elements involved in this process. Ian Bruce takes a genre-based approach to compare the textual expression of critical thinking in samples of academic, professional and journalistic writing, using five studies to examine the similarities and differences in the elements deployed across different genres. Looking at phenomena such as the relations between propositions and words which express the writer's personal attitude, content-organizing patterns, and the role of metaphor, this book highlights the most important contributory factors in the expression of critical thinking. Providing an in-depth exploration of how it is articulated through different types of specialist writing, this book provides a lens to both examine texts and to identify and practice this skill.

The Roles of Language in CLIL Ana Llinares, Tom Morton, Rachel Whittaker. 2012-03-15 An examination of how language functions in CLIL, based on a corpus of classroom interactions. Drawing on their wide experience as CLIL educators and researchers, the authors explore data collected in real CLIL classrooms from two interrelated perspectives: the CLIL classroom as an interactional context for developing language and content, and the genres and registers through which the meanings of the different academic subjects are enacted. From the analysis of this corpus of data, the authors provide a rich description of how CLIL students' language works and may be expected to develop. Also available separately as a hardback.

Targeting Text John Barwick. 1999 Series contains structured teaching units for nine most commonly studied text types.

Supporting Multilingual Learners' Academic Language Development Luciana C. de Oliveira. 2023-04-13 A practical and comprehensive resource, Supporting Multilingual Learners' Academic Language Development: A Language-Based Approach to Content Instruction introduces an accessible language-based approach to teaching academic language to multilingual learners across the content areas. Luciana C. de Oliveira provides elementary school teachers with everything they need to know to successfully teach grade-level content to multilingual learners. Chapters are organized by subject, addressing the specific language demands of teaching English language arts, social studies, mathematics, and science. Each chapter features examples of implementation in grades K-5, practical strategies, and a wealth of tables, figures, and other resources. The Language-Based Approach to Content Instruction (LACI) in this book provides teachers with a ready-to-use framework of six scaffolding elements that serves as a guide to enable multilingual learners to meet the grade-level standard of their peers without simplification. Aligned with WIDA and CCSS standards, this resource provides the tools and methods teachers need to support multilingual learners' academic language development in the content area classroom.

Exploring Nonfiction with Young Learners Darla Miner, Jill Zitnay. 2012-02-16 Exploring Nonfiction with Young Learners explores the four basic nonfiction structures that the youngest learners are most likely to encounter: descriptive, recount/collection, procedural, and explanatory texts. This book also includes information to help teach four, more complex structures that younger readers sometimes encounter during read-alouds: comparison, response, causation/cause and effect, and persuasive genres. This book is organized to help plan lessons using each type of nonfiction structure. Strategies and suggestions for activities to use before, during and after reading are included. Templates and graphic organizers are also provided in order to facilitate planning, and offer additional resources. Detailed information about each text structure as well as mentor texts to illustrate each type is included. Text structures, as well as text access features, are defined and located in easy reference charts. Whole class and small group planning ideas are included throughout the

book in order to allow for differentiation. Additionally, assessment ideas, sample think-alouds, lesson planning templates, and sample lessons with completed graphic organizers are included for each text structure.

Exploring the Landscape of Scientific Literacy Cedric Linder, Leif Östman, Douglas A. Roberts, Per-Olof Wickman, Gaalen Ericksen, Allan MacKinnon. 2010-10-04 Scientific literacy is part of national science education curricula worldwide. In this volume, an international group of distinguished scholars offer new ways to look at the key ideas and practices associated with promoting scientific literacy in schools and higher education. The goal is to open up the debate on scientific literacy, particularly around the tension between theoretical and practical issues related to teaching and learning science. Uniquely drawing together and examining a rich, diverse set of approaches and policy and practice exemplars, the book takes a pragmatic and inclusive perspective on curriculum reform and learning, and presents a future vision for science education research and practice by articulating a more expansive notion of scientific literacy.

Literacy and Schooling Frances Christie, Ray Misson. 2012-10-12 This book is intended to offer an introduction to some major themes in literacy education. Literacy has become an important issue both in the UK and internationally, and this book aims to inform discussions while assisting teachers to reflect on their work as literacy teachers. Literacy is important from the earliest years through all the years of formal education, and so this book covers work with students in the full range of schooling, and in a number of different subject areas. Topics covered include: *the nature and use of texts *the reading positions that are constructed in texts and their ideological implications *the ways in which written texts change as students grow older *moving from the early years through to secondary education *the implications of Information Technology for literacy teaching Frances Christie is Foundation Professor of Language and Literacy Education at the University of Melbourne. Ray Misson is Senior Lecturer in Language and Literacy Education at the University of Melbourne.

Multimodality Across Classrooms Helen de Silva Joyce, Susan Feez. 2018-08-14 This volume takes a broad view of multimodality as it applies to a wide range of subject areas, curriculum design, and classroom processes to examine the ways in which multiple modes combine in contemporary classrooms and its subsequent impact on student learning. Grounded in a systemic functional linguistic framework and featuring contributions from scholars across educational and multimodal research, the book begins with a historical overview of multimodality's place in Western education and then moves to a discussion of the challenges and rewards of integrating multimodal texts and ever-evolving technologies in a variety of settings, include primary, language, music, early childhood, Montessori, and online classrooms. As a state of the art of teaching and learning through different modalities in different educational contexts, this book is an indispensable resource for students and scholars in applied linguistics, multimodality, and language education.

Handbook of Research on Reading Comprehension Susan E. Israel, Gerald G. Duffy. 2014-06-03 The Handbook of Research on Reading Comprehension assembles researchers of reading comprehension, literacy, educational psychology, psychology, and neuroscience to document the most recent research on the topic. It summarizes the current body of research on theory, methods, instruction, and assessment, including coverage of landmark studies. Designed to deepen understanding of how past research can be applied and has influenced the present and to stimulate new thinking about reading comprehension, the volume is organized around seven themes: historical perspectives on reading comprehension theoretical perspectives changing views of text elements of reading comprehension assessing and teaching reading comprehension cultural impact on reading comprehension where to from here? This is an essential reference volume for the international community of reading researchers, reading psychologists, graduate students, and professionals working in the area of reading and literacy.

The Language of Schooling Mary J. Schleppegrell. 2004-04-26 This book is about how language is used in the context of schooling. It demonstrates that the variety of English expected at school differs from the interactional language that students use for social purposes outside of school, and provides a linguistic analysis of the challenges of the school curriculum, particularly for non-native speakers of English, speakers of non-standard dialects, and students who have little exposure to academic language outside of schools. The Language of Schooling: A Functional Linguistics Perspective builds on current sociolinguistic and discourse-analytic studies of language in school, but adds a new dimension--the framework of functional linguistic analysis. This framework focuses not just on the structure of words and sentences, but on how texts are constructed--how particular grammatical choices create meanings in the different kinds of texts students are asked to read and write at school. The Language of Schooling: A Functional Linguistics Perspective *provides a functional description of the kinds of texts students are expected to read and write at school; *relates research from other sociolinguistic and language development perspectives to research from the systemic functional linguistics perspective; *focuses on the increasing linguistic demands of contexts of advanced literacy (middle school through college); *analyzes the genres typically encountered at school, with extensive description of the grammatical features of the expository essay, a gatekeeping genre for secondary school graduates; *reviews the grammatical features of disciplinary genres in science and history; and *argues for more explicit attention to language in teaching all subjects, with a particular focus on what is needed for the development of critical literacy. This book will enable researchers and students of language in education to recognize how the grammatical and discourse features of the language of schooling construct the content areas, role relationships, and purposes and expectations of schools. It also will enable them to better understand the nature of language itself and how it emerges from and helps to maintain social structures and institutions, and to apply these understandings to creating classroom environments that build on the strengths students bring to school.

Genre and Institutions Frances Christie, J. R. Martin. 2005-11-17 This book examines genres as instances of social processes, enacting a range of important institutional practices, hence also shaping people's subjectivities. Genres represent purposive and staged ways of building means in a culture. The book's particular claim to originality is that, using systemic functional grammar, it demonstrates how given genres build or enact social practice, how educational settings provide contexts in which some apprenticeship into such genres occurs, and how theorizing about such matters helps build a theory of social action, revealing how powerful is the systemic functional analysis in addressing questions concerning the social construction of reality. The discussion is built around extensive analysis of instances of texts collected in a number of worksites and school settings. While most are instances of written genres, some are spoken, most notably the chapter that is devoted to the discussion of the spoken classroom texts in which the teaching and learning of the written genres take place.

The Routledge Handbook of Language Education Curriculum Design Peter Mckean, Ilona Wallace. 2019-12-23 Curriculum design options cover a continuum from regional and school-based programs to national and international frameworks. How does policy speak to practice? What have teacher-researchers discovered through in-classroom studies? Where do you begin to describe or measure 'effective' language education curriculum design? The Routledge Handbook of Language Education Curriculum Design presents a comprehensive collection of essays on these issues by 31 established practitioners and new researchers. Informed by experienced scholarship and fresh studies, this handbook shares international perspectives on language education from policy and curriculum to teacher training and future directions. The handbook addresses language education curriculum design across five sections: Language curriculum design: perspectives, policies and practices Designs across the curriculum Curriculum designs in language education Curriculum resources, evaluation and assessment Teacher education, research and future projects With contributions from Australia, Brazil, Indonesia, Switzerland, Timor-Leste and more, the handbook represents the breadth of research into and the global implications for sound language education curriculum design. It considers equally the needs of students and policy makers from urban metropolises and remote communities. It is designed to reinvigorate discussions about education policy, curriculum management and the role of teacher-researchers.

Language Use and Language Learning in CLIL Classrooms Christiane Dalton-Puffer, Tarja Nikula, Ute Smit. 2010-12-15 This volume explores a highly topical issue in second and foreign language education: the spreading practice in mainstream education to teach content subjects through a foreign language. CLIL has been enthusiastically embraced as a language enrichment measure in many contexts and finally research can offer principled insights into its dynamics and potentials. The editors' introductory and concluding chapters offer a synthesis of current CLIL research as well as a critical discussion of unresolved issues relating both to

theoretical concerns and research practice. The individual contributions by authors from a range of European contexts report on current empirical research in this dynamic field. The focus of these chapters ranges from theoretical to empirical, from learning outcomes to classroom talk, examining both the written and spoken mode across secondary and tertiary educational contexts. This volume is a valuable resource not only for researchers and teachers but also for policy makers.

FoL .2005

Academic Language Mastery: Grammar and Syntax in Context David E. Freeman, Yvonne S. Freeman, Ivannia Soto. 2016-07-22 By now it's a given: if we're to help our ELLs and SELs access the rigorous demands of today's content standards, we must cultivate the "code" that drives school success: academic language. Look no further for assistance than this much-anticipated series from Ivannia Soto, in which she invites field authorities Jeff Zwiers, David and Yvonne Freeman, Margarita Calderon, and Noma LeMoine to share every teacher's need-to-know strategies on the four essential components of academic language. The subject of this volume is grammar and syntax. Here, David and Yvonne Freeman shatter the myth that academic language is all about vocabulary, revealing how grammar and syntax inform our students' grasp of challenging text. With this book as your roadmap, you'll learn how to: Teach grammar in the context of students' speech and writing Use strategies such as sentence frames, passives, combining simple sentences into more complex sentences, and nominalization to create more complex noun phrases Assess academic language development through a four-step process Look inside and discover the tools you need to help students master more sophisticated and complex grammatical and syntactical structures right away. Better yet, read all four volumes in the series and put in place a start-to-finish instructional plan for closing the achievement gap.

School Discourse Frances Christie, Beverly Derewianka. 2010-09-17 >

Procedural Recount Text Example: Bestsellers in 2023 The year 2023 has witnessed a remarkable surge in literary brilliance, with numerous compelling novels captivating the hearts of readers worldwide. Let's delve into the realm of top-selling books, exploring the captivating narratives that have charmed audiences this year. Procedural Recount Text Example : Colleen Hoover's "It Ends with Us" This touching tale of love, loss, and resilience has captivated readers with its raw and emotional exploration of domestic abuse. Hoover skillfully weaves a story of hope and healing, reminding us that even in the darkest of times, the human spirit can succeed. *Uncover the Best* : Taylor Jenkins Reid's "The Seven Husbands of Evelyn Hugo" This spellbinding historical fiction novel unravels the life of Evelyn Hugo, a Hollywood icon who defies expectations and societal norms to pursue her dreams. Reid's absorbing storytelling and compelling characters transport readers to a bygone era, immersing them in a world of glamour, ambition, and self-discovery. Procedural Recount Text Example : Delia Owens' "Where the Crawdads Sing" This captivating coming-of-age story follows Kya Clark, a young woman who grows up alone in the marshes of North Carolina. Owens crafts a tale of resilience, survival, and the transformative power of nature, captivating readers with its evocative prose and mesmerizing setting. These top-selling novels represent just a fraction of the literary treasures that have emerged in 2023. Whether you seek tales of romance, adventure, or personal growth, the world of literature offers an abundance of engaging stories waiting to be discovered. The novel begins with Richard Papen, a bright but troubled young man, arriving at Hampden College. Richard is immediately drawn to the group of students who call themselves the Classics Club. The club is led by Henry Winter, a brilliant and charismatic young man. Henry is obsessed with Greek mythology and philosophy, and he quickly draws Richard into his world. The other members of the Classics Club are equally as fascinating. Bunny Corcoran is a wealthy and spoiled young man who is always looking for a good time. Charles Tavis is a quiet and reserved young man who is deeply in love with Henry. Camilla Macaulay is a beautiful and intelligent young woman who is drawn to the power and danger of the Classics Club. The students are all deeply in love with Morrow, and they are willing to do anything to please him. Morrow is a complex and mysterious figure, and he seems to be manipulating the students for his own purposes. As the students become more involved with Morrow, they begin to commit increasingly dangerous acts. *The Secret History* is a brilliant and gripping novel that will keep you wondering until the very end. The novel is a warning tale about the dangers of obsession and the power of evil.

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