

David Ian Hanauer

Scientific Discourse

Multiliteracy in the Classroom



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David Ian Hanauer

Katherine Richardson Bruna



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Scientific Writing in a Second Language David Ian Hanauer, Karen Englander, 2013-02-17 *Scientific Writing in a Second Language* investigates and aims to alleviate the barriers to the publication of scientific research articles experienced by scientists who use English as a second language David Ian Hanauer and Karen Englander provide a comprehensive meta synthesis of what is currently known about the phenomenon of second language scientific publication and the ways in which this issue has been addressed

Scientific Writing in a Second Language David Ian Hanauer, Karen Englander, 2013 SECOND LANGUAGE WRITING SERIES EDITED BY PAUL KEI MATSUDA *SCIENTIFIC WRITING IN A SECOND LANGUAGE* investigates and aims to alleviate the barriers to the publication of scientific research articles experienced by scientists who use English as a second language David Ian Hanauer and Karen Englander provide a comprehensive meta synthesis of what is currently known about the phenomenon of second language scientific publication and the ways in which this issue has been addressed *SCIENTIFIC WRITING IN A SECOND LANGUAGE* reports new qualitative and quantitative research on the phenomenon and problems faced by second language scientists publishing in English This data explicitly quantifies the burden of second language science writing Hanauer and Englander also provide a framework of educational resources that facilitate informed innovative approaches to alleviate the barrier of English literacy from publishing scientific knowledge by second language English writers *Scientific Writing in a*

Second Language provides a sophisticated analysis of the issues faced by publishing second language scientists and a synthesis of pedagogical options for enhancing the options scientists have to write and publish research articles in a second language SCIENTIFIC WRITING IN A SECOND LANGUAGE is a central resource for professional scientists whose first language is not English and for those applied linguists second language writing specialists and compositionists who work with them DAVID IAN HANAUER is Professor of English Applied Linguistics at Indiana University of Pennsylvania and an educational researcher and the Assessment Coordinator of the Phage Hunters Integrating Research and Education Program situated in the Hatful Laboratory at the University of Pittsburgh He is the author of six books including Scientific Discourse Multiliteracy in the Classroom Poetry as Research and Active Assessment Assessing Scientific Inquiry with Graham Hatfull and Deborah Jacobs Sera His articles have been published in Science and a wide range of applied linguistics and educational journals KAREN ENGLANDER York University Canada is a long time faculty member of the Universidad Autonoma de Baja California Mexico where she works with scientists and graduate students who seek to publish their research in English She has published empirical research on the policy linguistic and identity issues implicated in writing and publishing scholarly work in English when the writer is not a native speaker of the language She is co editor of Discourses and Identities in Contexts of Educational Change and her work has appeared in the Journal of Applied Linguistics Discourse Studies Journal of Language Identity and Education Journal of International Women s Studies and Written Communication among others

A Pedagogy of Multiliteracies Bill Cope, Mary Kalantzis, 2016-04-29 The concept of Multiliteracies has gained increasing influence since it was coined by the New London Group in 1994 This collection edited by two of the original members of the group brings together a representative range of authors each of whom has been involved in the application of the pedagogy of Multiliteracies

Multimodal Teaching and Learning Gunther Kress, Carey Jewitt, Jon Ogborn, Tsatsarelis Charalampos, 2001-10-04 Multimodal Teaching and Learning The Rhetorics of the Science Classroom achieves the rare goal of explicating multimodality as both theory and practice This is an importantly concrete analysis derived from extended careful and interdisciplinary observation which challenges our thinking about how meaning and knowledge are shaped by our modes of communication The book appeals to a wide range of scholars and practitioners far beyond the science classroom Professor Ron Scollon Department of Linguistics Georgetown University This book takes a radically different look at communication and in doing so presents a series of challenges to accepted views on language on communication on teaching and above all on learning Drawing on extensive research in science classrooms it presents a view of communication in which language is not necessarily communication image gesture speech writing models spatial and bodily codes The action of students in learning is radically rethought all participants in communication are seen as active transformers of the meaning resources around them and this approach opens a new window on the processes of learning

Multiliteracies in Motion David R. Cole, Darren Lee Pullen, 2009-12-04 The realities of new technological and social conditions since the 1990s

demand a new approach to literacy teaching Looking onward from the original statement of aims of the multiliteracies movement in 1996 this volume brings together top quality scholarship and research that has embraced the notion and features new contributions by many of the originators of this approach to literacy Drawing on large research projects and empirical evidence the authors explore practical and educational issues that relate to multiliteracies such as assessment pedagogy and curriculum The viewpoint taken is that multiliteracies is a complementary socio cultural approach to the new literacies that includes pedagogy and learning The differences are addressed from a multiliteracies perspective one that does not discount or undermine the new literacies but shows new ways in which they are complementary Computers and the internet are transforming the way we work and communicate and the very notion of literacy itself This volume offers frontline information and a vital update for those wishing to understand the evolution of multiliteracies and the current state of literacy theory in relation to it

Multimodal Literacy in School Science Len Unsworth, Russell Tytler, Lisl Fenwick, Sally Humphrey, Paul Chandler, Michele Herrington, Lam Pham, 2022-02-25 This book establishes a new theoretical and practical framework for multimodal disciplinary literacy MDL fused with the subject specific science pedagogies of senior high school biology chemistry and physics It builds a compatible alignment of multiple representation and representation construction approaches to science pedagogy with the social semiotic systemic functional linguistic based approaches to explicit teaching of disciplinary literacy The early part of the book explicates the transdisciplinary negotiated theoretical underpinning of the MDL framework followed by the research informed repertoire of learning experiences that are then articulated into a comprehensive framework of options for the planning of classroom work Practical adoption and adaptation of the framework in biology chemistry and physics classrooms are detailed in separate chapters The latter chapters indicate the impact of the collaborative research on teachers professional learning and students multimodal disciplinary literacy engagement concluding with proposals for accommodating emerging developments in MDL in an ever changing digital communication world The MDL framework is designed to enable teachers to develop all students disciplinary literacy competencies This book will be of interest to researchers teacher educators and postgraduate students in the field of science education It will also have appeal to those in literacy education and social semiotics The Open Access version of this book available at www.taylorfrancis.com has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

Multiliteracies in World Language Education Yuri Kumagai, Ana López-Sánchez, Sujane Wu, 2015-10-05 Putting a multiliteracies framework at the center of the world language curriculum this volume brings together college level curricular innovations and classroom projects that address differences in meaning and worldviews expressed in learners primary and target languages Offering a rich understanding of languages genres and modalities as socioculturally situated semiotic systems it advocates an effective pedagogy for developing learners abilities to operate between languages Chapters showcase curricula that draw on a multiliteracies framework and present various classroom projects that develop aspects of

multiliteracies for language learners A discussion of the theoretical background and historical development of the pedagogy of multiliteracies and its relevance to the field of world language education positions this book within the broader literature on foreign language education As developments in globalization accountability and austerity challenge contemporary academia and the current structure of world language programs this book shows how the implementation of a multiliteracies based approach brings coherence to language programs and how the framework can help to accomplish the goals of higher education in general and of language education in particular

Multimodal Teaching and Learning Gunther

Kress,Tsatsarelis Charalampos,Carey Jewitt,Jon Ogborn,2001-11-12 Multimodal Teaching and Learning The Rhetorics of the Science Classroom achieves the rare goal of explicating multimodality as both theory and practice This is an importantly concrete analysis derived from extended careful and interdisciplinary observation which challenges our thinking about how meaning and knowledge are shaped by our modes of communication The book appeals to a wide range of scholars and practitioners far beyond the science classroom Professor Ron Scollon Department of Linguistics Georgetown University This book takes a radically different look at communication and in doing so presents a series of challenges to accepted views on language on communication on teaching and above all on learning Drawing on extensive research in science classrooms it presents a view of communication in which language is not necessarily communication image gesture speech writing models spatial and bodily codes The action of students in learning is radically rethought all participants in communication are seen as active transformers of the meaning resources around them and this approach opens a new window on the processes of learning

Multimodal Analysis in Academic Settings Belinda Crawford Camiciottoli,Inmaculada

Fortanet-Gómez,2015-05-22 This volume presents innovative research on the multimodal dimension of discourse specific to academic settings with a particular focus on the interaction between the verbal and non verbal in constructing meaning Contributions by experienced and emerging researchers provide in depth analyses in both research and teaching contexts and consider the ways in which multimodal strategies can be leveraged to enhance the effectiveness of academic communication Contributors employ both quantitative and qualitative analytical methods and make use of state of the art software for analyzing multimodal features of discourse The chapters in the first part of the volume focus on the multimodal features of two key research genres conference presentations and plenary addresses In the second part contributors explore the role of multimodality in the classroom through analyses of both instructors and students speech as well as the use of multimodal materials for more effective learning The research presented in this volume is particularly relevant within the context of globalized higher education where participants represent a wide range of linguistic and cultural backgrounds Multimodal Analysis in Academic Settings contributes to an emerging field of research with importance to an increasing number of academics and practitioners worldwide

The Multiliteracies Classroom Kathy A. Mills,2010-12-01

The multiliteracies approach to literacy education has become established as an accessible and effective paradigm for classroom

practice in the 21st century The Multiliteracies Classroom enlivens this theory with its vivid description of events in a real classroom Teachers will identify with the lively transcripts of classroom interactions and be inspired to widen students access to new literacy practices in an increasingly digital and globalised world The possibilities and constraints that can be encountered when implementing multiliteracies are explored in detail Educators know from experience that students begin their classroom journey with entirely unequal opportunities for literacy success The Multiliteracies Classroom does not ignore this reality highlighting the influence of society s patterns of power on literacy learning in the digital age Its key themes provide a blueprint for the future of literacy research and practice

The Work of Language in Multicultural Classrooms Katherine Richardson Bruna,2009 How does language comprise the implicit or explicit curriculum of teaching and learning in multicultural science settings Building on a growing interest in the ways in which language and literacy practices interact with science teaching and learning to facilitate or obstruct successful student outcomes this book contributes to scholarship on the role of language in developing classroom scientific communities of practice expands that work by highlighting the challenges faced specifically by ethnic and linguistic minority students and their teachers in joining those communities and showcases exemplary teaching and research initiatives for helping to meet these challenges Offering teacher practitioners and researchers in the fields of science education and multicultural education lenses through which they can critically consider the myriad of classroom settings instructional approaches curricular materials and scientific topics involved in what it means to teach science while pointedly addressing concerns about equity of educational opportunity this volume serves as a powerful resource for linking theory and practice End of chapter reflection questions and engagement activities facilitate discussion round these issues and provide rich opportunities for the reader to consider the implications of each chapter for science instruction and research and to apply insights developed in a real world science teaching and learning contexts

Foundations of Multiliteracies Michèle Anstey,Geoff Bull,2018-05-03 Using the concept of multiliteracies and multimodality this book provides foundation knowledge about the new and continuously changing literacies of the 21st century It details the five semiotic systems linguistic visual auditory gestural and spatial and how they contribute to the reading and writing of increasingly complex and dynamic texts that are delivered by live paper or digital technologies One of the main tenets of the book is that social cultural and technological developments will continue to give rise to changing literate practices around texts and communication requiring a rethinking of classroom practices that are employed in the teaching of literacy Therefore the role of talk together with traditional lesson structures is examined and the concept of dialogic talk is introduced as a way of moving towards an effective pedagogy for the teaching and learning of multiliteracies and multimodality The book also demonstrates that children s literature can provide a bridge between old and new literacies and be an effective vehicle for introducing the five semiotic systems to all age groups Comprehensive and accessible this book addresses the issue of translating complex theories research and concepts into effective practice by

providing the reader with four avenues for reflecting upon and implementing the ideas it contains Reflection Strategies that enable the reader to gauge their understanding of key concepts Theory into Practice tasks that enable the trialling of specific theoretical concepts in the classroom Auditing instruments provide specific tasks related to assessment of student performance and evaluation of teacher pedagogy QR codes immediately link the reader to multimodal texts and further references that illustrate and enhance the concepts being developed

Using Multimodal Representations to Support Learning in the Science Classroom Brian Hand, Mark McDermott, Vaughan Prain, 2016-08-23 This book provides an international perspective of current work aimed at both clarifying the theoretical foundations for the use of multimodal representations as a part of effective science education pedagogy and the pragmatic application of research findings to actual classroom settings Intended for a wide ranging audience from science education faculty members and researchers to classroom teachers school administrators and curriculum developers the studies reported in this book can inform best practices in K 12 classrooms of all science disciplines and provide models of how to improve science literacy for all students Specific descriptions of classroom activities aimed at helping infuses the use of multimodal representations in classrooms are combined with discussion of the impact on student learning Overarching findings from a synthesis of the various studies are presented to help assert appropriate pedagogical and instructional implications as well as to suggest further avenues of research

The Multiliteracies Classroom Kathy Mills, 2011 The multiliteracies approach to literacy education has become established as an accessible and effective paradigm for classroom practice in the 21st century The Multiliteracies Classroom enlivens this theory with its vivid description of events in a real classroom Teachers will identify with the lively transcripts of classroom interactions and be inspired to widen students access to new literacy practices in an increasingly digital and globalised world The possibilities and constraints that can be encountered when implementing multiliteracies are explored in detail Educators know from experience that students begin their classroom journey with entirely unequal opportunities for literacy success The Multiliteracies Classroom does not ignore this reality highlighting the influence of society s patterns of power on literacy learning in the digital age Its key themes provide a blueprint for the future of literacy research and practice

Teaching Multiliteracies Across the Curriculum Len Unsworth, 2001 This textbook outlines the basic theoretical knowledge teachers need to have about visual and verbal grammar and the nature of computer based texts in school learning It includes both theoretical frameworks and detailed practice guidelines

Science Learning and Teaching Science Education Development Plan, 1983

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