



Reading Science

*Critical and Pedagogical Perspectives
on Discourses of Science*

Edited by

J.R. Martin and Robert Veel

Reading Science Critical And Functional Perspectives On Discourses Of Science

Kay O'Halloran



Reading Science Critical And Functional Perspectives On Discourses Of Science:

Reading Science J.R. Martin, Robert Veal, 2005-07-15 This collection examines science discourse from a number of perspectives drawing on new rhetoric functional linguistics and critical theory The renowned contributors include M A K Halliday Charles Bazerman and Jay Lemke Language as a Complex Adaptive System Nick C. Ellis, Diane Larsen-Freeman, 2009-12-30 Explores a new approach to studying language as a complex adaptive system illustrating its commonalities across many areas of language research Brings together a team of leading researchers in linguistics psychology and complex systems to discuss the groundbreaking significance of this perspective for their work Illustrates its application across a variety of subfields including languages usage language evolution language structure and first and second language acquisition What a breath of fresh air As interesting a collection of papers as you are likely to find on the evolution learning and use of language from the point of view of both cognitive underpinnings and communicative functions Michael Tomasello Max Planck Institute for Evolutionary Anthropology *Dilemmas of Science Teaching* John Wallace, William Loudon, 2005-06-29 Through the use of case studies and commentaries by senior scholars in the field this unique book provides student teachers with personal and professional insights into some key science education dilemmas

Scientific Discourse David Ian Hanauer, 2006-06-23 Scientific Discourse examines the nature of scientific inquiry in the primary school classroom to show how this interacts with early literacy Through an examination of the texts used and produced by pupils studying science the author shows how what is at work in this context of scientific discourse is actually multiliteracy The teacher aids the pupils learning using different forms of literacy spread across the spoken word written text visual text and physical action The result of this diverse approach is a growth not only in scientific knowledge but basic literacy The book provides a theoretical introduction to developmental literacy theory current positions of science education and advanced theories of multiliteracy and genre theory The new theory of scientific discourse presented in this book will be of interest to researchers of applied linguistics discourse analysis and education **Historical Discourse** Caroline

Coffin, 2009-03-01 An important analysis of the language of time cause and evaluation in historical texts studied by students at secondary school looking at the implications for making meaning in historical writing **Mathematical Discourse** Kay

O'Halloran, 2008-11-01 An examination of mathematical discourse from the perspective of Michael Halliday's social semiotic theory Advances in Discourse Studies Vijay Bhatia, John Flowerdew, Rodney H. Jones, 2008-03-10 Methods of approaching the study of discourse have developed rapidly in the last ten years influenced by a growing interdisciplinary spirit among linguistics and anthropology sociology cognitive and cultural psychology and cultural studies as well as among established sub fields within linguistics itself Among the more recent developments are an increasing critical turn in discourse analysis a growing interest in historical ethnographic and corpus based approaches to discourse more concern with the social contexts in which discourse occurs the social actions that it is used to take and the identities that are constructed through it as well as

a revaluation of what counts as discourse to include multi modal texts and interaction Advances in Discourse Studies brings together contributions from leading scholars in the field investigating the historical and theoretical relationships between new advances in discourse studies and pointing towards new directions for the future of the discipline Featuring discussion questions classroom projects and recommended readings at the end of each section as well as case studies illustrating each approach discussed this is an invaluable resource for students of interdisciplinary discourse analysis

Current Trends in Pragmatics Piotr Cap, Joanna Nijakowska, 2009-03-26 The volume brings together twenty articles written by established linguists language philosophers sociologists and psychologists sharing their academic interest in a broad and interdisciplinary field of linguistic pragmatics The collection consists of four thematic parts Pragmatics and Cognition The Semantics Pragmatics Interface Conversational and Text Analysis and Pragmatics Social Research and Didactics It aims to contribute to the debate on the present day status of pragmatics by examining three fundamental issues The first involves the question of the current explanatory power of pragmatics namely how successful is the existing apparatus of pragmatics and the basic level parameters theories of speech acts relevance implicature presupposition deixis politeness etc in the elucidation of various aspects of meaning The second issue involves the methodological assistance that pragmatics might need in order to enhance its explanatory power The third has to do with the fuzzily defined boundaries of the discipline of pragmatics and the resulting temptation for analysts to concentrate solely on its fragmented sub domains As the collection unfolds these issues form a continuum which it seems is often a process that a linguist goes through as his or her methodological awareness deepens Thus the orientation of the volume towards the analyst and the analytic mind set as well as the attempted balance in presentation of the alternative approaches seem the major theoretical characteristic of the book

English as a Globalization Phenomenon. Observations from a Linguistic Microcosm Gibson R. Ferguson, 2011-11-28 Les contribucions que recull aquest volum descriuen des de perspectives multidisciplinàries la utilització de l'anglès com a fenomen global local en contextos acadèmics En particular el volum pren com a referent l'ús de l'idioma en un petit microcosmos universitari i interpreta des de diferents punts de vista tècnics la construcció d'identitats socials i la negociació de significats entre els membres d'aquesta comunitat acadèmica

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 **Complex**

Sentences in Grammar and Discourse Joan L. Bybee, Michael Noonan, 2002-01-01 The papers in this volume in honor of Sandra Annear Thompson deal with complex sentences an important topic in Thompson's career The focus of the contributions is on the ways in which the grammatical properties of complex sentences are shaped by the communicative context in which they are produced an approach to grammatical analysis that Thompson pioneered and developed in the course of her distinguished career *Constructing Professional Discourse* Concepción Orna-Montesinos, 2012-01-17 This book explores the fascinating role that language plays in the construction of non verbal objects by mapping out the ontological meaning of the specialised concepts and the domain specific knowledge embedded in them In doing so it provides a comprehensive linguistic insight into the discourse of professional domain specific communities and hence into the communication practices and procedures of those communities In this respect the book offers a response to the claims made by many of the most influential applied linguists today such as Vijay Bhatia 1993 2004 John Swales 1990 2004 or Ken Hyland 2002 among others who have consistently defended the need for applied linguistic research into the textual generic and social perspectives on the under researched interrelatedness of the discursual and professional practices of a discipline Specifically this book provides readers with an integrative multi perspective approach to the study of professional domain specific discourses While it mainly draws on the tenets of genre theory and discourse semantics it also nurtures from the theoretical and empirical foundations of applied linguistics cognitive linguistics corpus linguistics and ontological engineering The book starts from the analysis of domain specific texts as final written products with specific lexico grammatical semantic and rhetorical features to later enquire into the written products as textual artefacts closely linked to the social context of production and interpretation of the text This integrative approach provides fresh new insights into the way the processes of writing are affected by the community specific institutional and socio historical circumstances in which domain specific texts are produced **Towards Sustainable and Scalable Educational Innovations Informed by the**

Learning Sciences Chee-Kit Looi, David H. Jonassen, Mitsuru Ikeda, 2005 One of the basic principles that underpin the learning sciences is to improve theories of learning through the design of powerful learning environments that can foster meaningful learning Learning sciences researchers prefer to research learning in authentic contexts This book focuses on learning sciences in the Asia Pacific context

Developing Advanced Literacy in First and Second Languages Mary J. Schleppegrell, M. Cecilia Colombi, 2005-04-11 This book addresses the linguistic challenges faced by diverse populations of students at the secondary and post secondary levels as they engage in academic tasks requiring advanced levels of reading and writing Learning to use language in ways that meet academic expectations is a challenge for students who have had little exposure and opportunity to use such language outside of school Although much is known about emergent literacy in the early years of schooling much less has been written about the development of advanced literacy as students move into secondary education and beyond Developing Advanced Literacy in First and Second Languages Meaning With Power brings together work on first and second language acquisition and emphasizes the importance of developing advanced literacy in the first language such as Spanish for bilingual students as well as English spans a range of theoretical orientations and analytic approaches drawing on work in systemic functional linguistics genre theory and sociocultural perspectives addresses the content areas of science history and language arts provides specific information about genres and grammatical features in these content areas and presents suggestions for teacher education What unites the contributors to this volume is their shared commitment to a view of literacy that emphasizes both the social contexts and the linguistic challenges The chapters collected in this volume contribute in important ways to research and pedagogy on advanced literacy development for the multilingual and multicultural students in today's classrooms This book is particularly useful for researchers and students in language and education applied linguistics and others concerned with issues and challenges of advanced literacy development in first and second languages

[The Routledge Companion to English Studies](#) Constant Leung, Brian V Street, 2014-03-14 English is now a global phenomenon no longer defined by fixed territorial cultural and social functions The Routledge Companion to English Studies provides an authoritative overview of the subject area Taking into account the changing conceptualisations of English this Companion considers both historical trajectories and contemporary perspectives whilst also showcasing the state of the art contributions made by the established scholars of the field The Routledge Companion to English Studies provides a set of broad perspectives on English as a subject of study and research highlights the importance of the link between English and other languages within the concepts of multilingualism and polylingualism investigates the use of language in communication through the medium of digital technology covering key issues such as Digital Literacies Multimodal Literacies and Games and Broadcast Language explores the role of English in education taking account of social ethnographic and global perspectives on pedagogical issues This collection of thirty four newly commissioned articles provides a comprehensive and up to date picture of the dynamic and diverse field of English Studies

and will be an invaluable text for advanced students and researchers in this area *Translating Film Subtitles into Chinese* Yuping Chen, 2019-02-01 This book examines three metafunction meanings in subtitle translation with three research foci i e the main types of cross modal interrelation the primary function of semiotic interplay and the key linguistic components influencing the subtitles It goes beyond traditional textual analysis in translation studies approaches subtitle translation from a multimodality standpoint and breaks through the linguistic restraints on subtitling research by underscoring the role of semiotic interplay In the field of multimodality this book bridges subtitling and multimodality by investigating the interweaving relationships between different semiotic modes and their corresponding impacts on subtitle translation **A Study of Psycho-correction Discourse in Community Corrections Under Restorative Justice from the Perspective of Individuation** Jie Zheng, 2024-12-31 This book enriches the theory of individuation within Systemic Functional Linguistics providing an interdisciplinary theoretical model for the study of individuation which represents a direct contribution to the study of the theory of individuation It explains how the counselors in community corrections use social semiotic resources to educate the offenders and correct their deviant psychologies and behaviors and how the offenders use social semiotic resources to achieve their own transformation and reintegration demonstrating the applicability and social explanatory orientation of the theory of individuation The book subsequently demonstrates the inherent relationship between the concept of restorative justice and the discourse practice of psycho correction in community corrections expanding the research scope of Systemic Functional Linguistics and Legal Linguistics in the process It also provides a reference guide for improving the practice of psycho correction in community corrections and can be used for language training of the counselors *Applicable Approaches to Analyzing Texts in Academic Discourse* Alireza Jalilifar, Alexanne Don, 2024-01-03 This book provides a comprehensive overview of approaches to problems of language learning aimed at graduate students and researchers interested in English for academic purposes Its primary focus is the complexity and nuances of academic writing such as phraseology nominalization thematicity and phrasal complexity features The book will clarify the issue of how language is used to communicate discipline related content viewed through the lens of linguistics as one of the human sciences Each chapter concludes with several tasks that enable users to substantiate what has been presented in that chapter The book primarily addresses non native speakers of English who are studying for master s and PhD qualifications through the medium of English however non native researchers may also find some chapters of the book useful for their underlying focus on academic writing and publishing *Pedagogy and the Shaping of Consciousness* Frances Christie, 2005-03-01 Basil Bernstein began to develop his theory of social structure and power relations during the 1950s and 1960s Early in the 1960s he met M A K Halliday and Ruqaiya Hasan who were developing the first formulations of what would become known as systemic functional SF linguistic theory A far reaching dialogue began Bernstein recognized the significant role that language plays in the construction of social experience and social inequality Halliday and Hasan were actively seeking a

theory of language that would explain the nature of the social In different ways they acknowledged the powerful role of language in the social construction of experience Their resulting enquiries brought both theories and scholars into dialogue Contributors to this volume including Hasan and Bernstein continue this dialogue in a range of papers that draw on both SF linguistic theory with special reference to genre and Bernstein's sociological theory particularly with reference to his later work on pedagogic device and pedagogic discourse Several authors describe the influence of these theories on classroom practice including English and mathematics and literacy teaching in indigenous schools Pedagogy and the Shaping of Consciousness is an important contribution to the explication of the two theories the dialogue which they continue to provoke and their contribution to the provision of more equal access to education *Modelling-based Teaching in Science Education*

John K. Gilbert, Rosária Justi, 2016-05-30 This book argues that modelling should be a component of all school curricula that aspire to provide authentic science education for all The literature on modelling is reviewed and a model of modelling is proposed The conditions for the successful implementation of the model of modelling in classrooms are explored and illustrated from practical experience The roles of argumentation visualisation and analogical reasoning in successful modelling based teaching are reviewed The contribution of such teaching to both the learning of key scientific concepts and an understanding of the nature of science are established Approaches to the design of curricula that facilitate the progressive grasp of the knowledge and skills entailed in modelling are outlined Recognising that the approach will both represent a substantial change from the content transmission approach to science teaching and be in accordance with current best practice in science education the design of suitable approaches to teacher education are discussed Finally the challenges that modelling based education pose to science education researchers advanced students of science education and curriculum design teacher educators public examiners and textbook designers are all outlined

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