

<<功能语言学年度评论 (第3卷)>>

图书基本信息

书名：<<功能语言学年度评论 (第3卷)>>

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作者：黄国文，常晨光 主编

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内容概要

Furthermore, Bernstein's (1990) topology of theories of instruction helps Sydney School scholars clarify the stance of their genre pedagogy in the traditional and progressive debate. He outlines four types of pedagogies along the vertical dimension of intra-individual and inter-group and horizontal dimension of implicit acquisition and explicit transmission. As the Sydney School pedagogy attempts to promote social justice through redistribution of literary resources to empower the socially disadvantaged groups, Martin (1999a, 2006) positions the R2L pedagogy in the lower right-hand quadrant of Bernstein's topological diagram of instructional theories, regarding it as explicit and subversive. Martin (forthcoming) claims that such understanding strengthens his determination to push forward the literacy initiatives and make them succeed.

书籍目录

Systemic Functional Linguistics Studies in China (2010)
Metalinguistic Divergence: Centrifugal Dimensionality in SFL
Problems and Solutions in Identifying Processes and Participant
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Processes and Participant Roles
Developing English Language and Literacy in PostSecondary
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Bernsteinian Perspectives on the Reading to Learn Program
Systemic Functional Research in China (2010): An Annotated
Bibliography
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Abstracts of Papers

章节摘录

Martin&Rose (2005) also apply Bernstein's concepts of classification and framing in the examination of the teaching and learning cycle in the genre pedagogy. Classification and framing are developed as conceptual tools for identifying different types of pedagogy. The two concepts refer respectively to categorical relationships and pedagogical relationships. Bernstein (1975 : 88) defines classification as the degree of boundary maintenance between contents. Where classification is strong , the boundary between categories is clearly marked and highly insulated. Where it is weak , the level of insulation becomes low and the dividing line blurred. Classification provides the basic structure of curriculum , whereas framing takes control of the basic structure of pedagogy. Bernstein (1975 : 89) defines framing as “ the strength of the boundary between what may be transmitted and what may not be transmitted in the pedagogical relationship ” . Where framing is strong , the degree of teacher control is high and students are left with limited options. Where it is weak , the boundary of pedagogical relationship is less marked and students are left with more options in the control of what is taught and learned. The genre approach is designed to provide varying degrees of classification and framing from phase to phase for the purpose of establishing an authoritative and empowering pedagogy. For example, weak classification and framing dominate the first part of the Deconstruction stage as teachers brainstorm with students to open up the field and the context of the genre. Students are given freedom to express their ideas about the topic. Then classification and framing strengthen with the introduction of a model text. Here the teacher exercises more control in the classroom when he provides , explicit instruction about the genre of the model text.

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