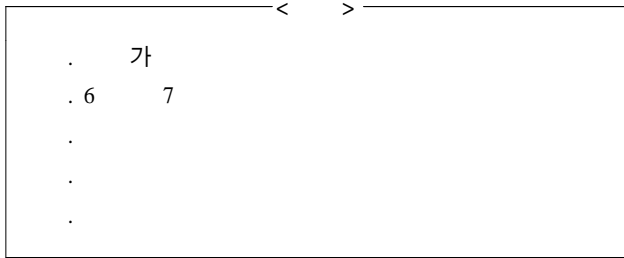


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가 (Freedman & Medway, 1994).

Applebee(1986), Bereiter & Scardamalia(1985), Christie(1985), Martin (1989) ,

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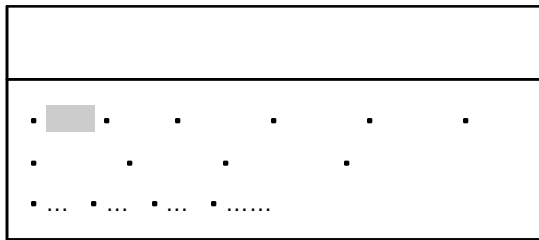
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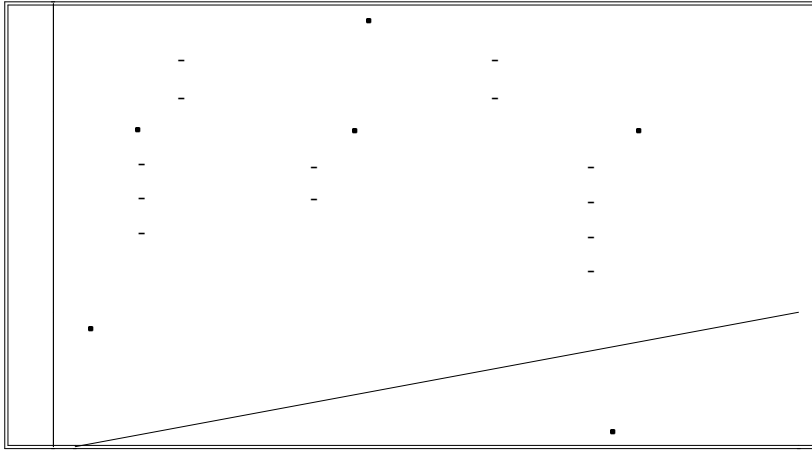
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Grabe & Kaplan(1996: 216-222)

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(2000) Miller(1994a), Bakhtin(1986), Swales(1990), Berkenkotter(1995), Halliday(1989), Martin(1989), Cope & Kalantzis(1993), Freedman & Meedway(1994)

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<Abstract>

A Study on the Content Framework of Genre-based Writing Education

Park, Taeho

This study is to design the content framework in writing education based on the genre-based writing theory. Contents and method of writing education are closely associated with its theory since contents since it can vary depending on the viewpoint of the phenomenon of writing.

Park Taeho(2000) grouped the characteristics of the modern genres into 3 types by arranging the assertion of the modern genre theorists in the rhetoric fields such as Miller(1994a), Bakhtin(1986), Swales(1990) and Berkenkotter(1995), and those of linguistic fields such as Halliday(1989), Martin(1989), Cope & Kalantzis(1993) and Freedman & Meedway(1994). This study takes it as the configuration principle of the framework of genre-based writing education. These content selection principles include 1), contents selection of writing education with emphasis on the social context, 2), contents selection of writing education with emphasis on integration of context and text, 3) contents selection of writing education with emphasis on integration of context and text, and cognition. Through this contents selection principle, This study searches for content framework of writing education. As a result, it was found that context, text and cognition factors are the categories that compose the framework of writing education. These categories takes afford to overcome the limit of content category the 6th and 7th education curriculum, especially writing education.