

1. Record Nr.	UNINA9910450216103321
Titolo	Discourse analysis & the study of classroom language & literacy events [[electronic resource]] : a microethnographic perspective / / David Bloome ... [et al.]
Pubbl/distr/stampa	Mahwah, N.J., : L. Erlbaum Associates, 2005
ISBN	1-135-61560-8 1-282-32611-2 9786612326110 1-4106-1121-3
Descrizione fisica	1 online resource (251 p.)
Altri autori (Persone)	BloomeDavid
Disciplina	371.102/3
Soggetti	Language arts - Social aspects Discourse analysis - Social aspects Communication in education - Social aspects Sociolinguistics Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Contents; List of Figures, Tables, Transcripts; Foreword; Acknowledgments; Introduction; 1 A Microethnographic Approach to the Discourse Analysis of Classroom Language and Literacy Events; 2 A Microethnographic Approach to the Discourse Analysis of Cultural Practices in Classroom Language and Literacy Events; 3 Microethnographic Discourse Analysis and the Exploration of Social Identity in Classroom Language and Literacy Events; 4 Microethnographic Discourse Analysis and the Exploration of Power Relations in Classroom Language and Literacy Events 5 Locating Microethnographic Discourse Analysis Studies of Classroom Language and Literacy Events and the Research ImaginationAppendix-Transcription Key; References; Author Index; Subject Index
Sommario/riassunto	The authors present a social linguistic/social interactional approach to the discourse analysis of classroom language and literacy events. Building on recent theories in interactional sociolinguistics, literary

theory, social anthropology, critical discourse analysis, and the New Literacy Studies, they describe a microethnographic approach to discourse analysis that provides a reflexive and recursive research process that continually questions what counts as knowledge in and of the interactions among teachers and students. The approach combines attention to how people use language and other sy
