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Nota di bibliografia	Includes bibliographical references (pages [181]-189) and index.
Nota di contenuto	Contents; List of figures; List of tables; Preface; Acknowledgements; 1 A theoretical framework; 2 Early childhood: first steps in becoming a pedagogic subject; 3 Early literacy teaching and learning; 4 Pedagogic discourse and curriculum macrogenres; 5 Pedagogic discourse in an orbital curriculum macrogenre; 6 Pedagogic discourse and the claims of knowledge; References; Index
Sommario/riassunto	This book offers a model of classroom discourse analysis that uses systemic functional linguistic theory and associated genre theory to develop a view of classroom episodes as 'curriculum genres', some of which operate in turn as part of larger unities of work called 'curriculum macrogenres'. Drawing on Bernstein's work, Christie argues that two registers operate in pedagogic discourse: a regulative register, to do with the goals and directions of the discourse; and an instructional register, to do with the particular 'content' or knowledge at issue. Each can be shown to be realized in distinct