

1. Record Nr.	UNINA9910824983903321
Autore	Christie Frances
Titolo	Classroom discourse analysis : a functional perspective / / Frances Christie
Pubbl/distr/stampa	London ; ; New York, New York : , : continuum, , [2002] ©2002
ISBN	1-4411-7959-3 1-281-29831-X 9786611298319 1-84714-095-5
Descrizione fisica	1 online resource (207 p.)
Collana	Open linguistics series
Disciplina	371.1022
Soggetti	Communication in education Interaction analysis in education Discourse analysis
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 (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